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OUTLINES

OF THE

MODERN EDUCATION

IN JAPAN.

TRANSLATED AND PUBLISHED

BY THE

DEPARTMENT OF EDUCATION,

TŌKYŌ, JAPAN.

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INTRODUCTION.

Education in this country attained its highest pitch of development in the Middle Ages, as is clearly proved by the various institutions, customs, and manners of those times. Subsequently it fell into a state of great retrogression, owing to the incessant civil wars which raged for several hundred years. It was revived again during the administration of the Tokugawa dynasty of Shōguns, to whose fostering care are due many of the educational institutions that still subsist at the present day. But previous to the present called "the Meiji Era" in our country, so-called learning was limited to the study of such subjects as philosophy, literature, and history, elementary education being restricted to the teaching of the elements of reading, writing, and arithmetic. At the restoration of the Imperial Government, when the country was opened by treaty to foreign intercourse, most of the western arts and sciences were introduced, and the educational system was entirely remodelled.

The new Imperial Government directed serious attention to the subject of education. In the year 1868, a provisional Board of Education was established at Kyōto; and the schools that had been founded by the old government at Nagasaki, Osaka, and other places were re-opened. When the revolutionary disturbances ceased, the Shōheikō, Igakujō, and Kaiseijō, all of which had been established in Tōkyō by the old government, were re-constituted. About this time, men of learning were invited from various districts to act as professors. Bureaux for the investigation of provincial school matters, and for the compilation and revision of historical records were established in the Shōheikō, as also a translation bureau in the Kaiseijō. Japanese and Chinese classical lectures were also delivered at the Shōheikō, which the court nobles, feudal lords, and public officials were ordered to attend at stated times. The business of licensing and regulating the publication of books and periodicals was also placed under the control of the educational authorities. Besides the above, many other plans were executed by the government in regard to education, one alteration being made after another on

account of no definite rules having been established at the time of the thorough re-organization of the government.

In 1868, the Shōheikō was organized as a university, and was soon constituted a Board of Education with power to control all educational affairs. Up to this time, the educational executive had chiefly directed their attention to higher education, and had little or no idea of diffusing general education. In the provinces, where the revolutionary commotions had scarcely yet ended, and where old feudal usages were still in force, no fixed standard yet existed, in regard to school regulations. Consequently, regulations were framed for universities, middle schools, and elementary schools; and the principles of learning, the educational system, regulations for the admission of provincial pupils to the university, the mode of examinations, school expenses, and subjects of study were prescribed; but these regulations were never carried into operation.

In July 1871, the Board of Education was abolished, and the Department of Education was established, the Minister of Education being vested with full power to control all educational affairs throughout the country. Shortly afterwards, a commissioner was sent to Europe and America to investigate educational matters. A female school, a normal school, a library and a museum were also instituted, besides many other measures taken by the Department of Education for the advancement of education. In August 1872, a Code of Education was issued by the government, wherein various regulations were prescribed in regard to the grand, middle, and elementary school districts, school district committees, bureaux of inspection, the appointment of special school officers in the local offices, the subjects of study to be pursued in universities, middle and elementary schools, school teachers and normal schools, pupils and examinations, students in foreign countries, school funds, school fees, etc. By these regulations the educational system was made universal and complete throughout the country. At the time when the above code was promulgated, the purpose for which the same was issued was made known to the people by special instruction of His Majesty the Emperor, as follows:

"All knowledge, from that necessary for daily life to that higher [illegible] necessary to prepare officers, farmers, merchants, artisans,

physicians, etc., for their respective vocations, is acquired by learning. It is intended that henceforth education shall be so diffused that there may not be a village with an ignorant family, nor a family with an ignorant member. Persons who have hitherto applied themselves to study have almost always looked to the government for their expenses. This is an erroneous notion proceeding from long abuse, and every person should henceforth endeavour to acquire knowledge by his own exertions."

Some supplementary provisions were subsequently inserted in the code with regard to school accommodation for the Shinto and Buddhist sects, regulations for loan-students, schools for special branches of study, etc. Besides these, many other changes were made as circumstances required. For the practical carrying out of all the various plans, an order was issued to the effect that all schools established by the provincial authorities should be closed for a while, on account of those schools being still imbued with erroneous principles calculated to hinder the operation of the new regulations. During the year 1873-74, seven normal schools were founded in addition to one in Tōkyō, to provide better facilities for the training of elementary school teachers. Seven foreign language schools were also established at this time to provide the necessary preparation for the study of the higher branches of science and art, as also for practical pursuits. But when, in 1877, the national expenditure was greatly curtailed, the appropriation to the Department of Education was also reduced in amount, with the result that many of the plans already designed and put into operation were necessarily altered. For instance, the government normal and foreign language schools were all abolished except two of each kind, though fortunately institutions of a similar nature maintained by the local authorities or by private endeavour continued to exist in sufficient numbers to carry on the necessay work.

It is to be remarked here that the Kaiseijō and Igakujō had already made great progress, and special courses of study had been instituted in both schools. In 1877 the two were incorporated under the name of the Tōkyō University, and special departments of law, science, medicine, and literature were organized. This change may be regarded as epoch-making in the history of higher education in this country.

Since the issue of the educational code, the administration of school affairs had been effectually carried on, and more especially had a thorough improvement been effected in the system of elementary education. Past experience having thus borne fruit, and taking the educational future into consideration, this code was abolished and a new one issued in September 1879. In the new code, all regulations relating to such subjects as elementary school districts, the elementary school course and school expenses were prescribed only in outline, the detailed execution thereof being chiefly intrusted to the local authorities of the various towns and villages. School district managers were also replaced by school committees, and all regulations were so worded as to allow considerable latitude on question of local expediency. The chief object of the new code was to exclude from it these complex rules and those excessive limitations that had been set forth in the former Code of Education; but unfortunately some matters which ought not to have been left to the local authorities, were so left, together with others of less importance. Owing to this lack of control, many schools considerably retrograded in respect both of instruction and management, so that those engaged in education earnestly called for a revision of this second code.

At the end of 1880, a third revised Code of Education was issued by the government. According to this Code, the elementary school districts, together with the elementary school course, were to be fixed by the local authorities, subject to the approval of the Minister of Education; and great attention was bestowed on the selection of school committees. All other important matters directly under the control of the local authorities were to be submitted to the Minister of Education for approval, and matters directly under the control of the towns and villages were to be submitted to the **Fu Chiji* or *Ken Rei* for approval; in short, more strictness and regularity pervaded all the provisions of the Code. In order to carry the provisions of this Code into operation, various regulations, such as the standard outlines

* The term *Fu* is used to express a political division of the Empire and is nearly equivalent to the word city. There are three *Fu* in the Empire, viz., Tōkyō, Kyōto, and [illegible] The term *Ken* in like manner expresses a political division of the Empire corres[illegible] to the French term "Department." In each *Fu* and *Ken* a local government [illegible] a branch of the general government.

of school courses and general regulations for schools, were now to be issued by the Department of Education. The local authorities also entered upon their work, executing the orders of the Department with great energy, and educational matters were thus much improved. The principles of education then established seem to be comprehended under the following heads; namely, the cultivation of the moral character, the development of the spirit of loyalty and patriotism, and the acquisition of the knowledge necessary for practical occupations.

In 1885, the Code of Education was again revised. This was owing to the complaints of the people caused by the heavy burden of school rates which had been aggravated by the disturbed state of the currency during several years. The authorities also directed their attention to this state of things, and were of opinion that educational matters, as well as other administrative affairs, should be executed as simply as possible. Therefore the provisions in the Code relating to school committees specially to be appointed in the towns and villages were cancelled, and new provisions were introduced for establishing simpler elementary school courses, in cases where it was found impossible to establish ordinary elementary schools. But these provisions were only partially carried out, as the educational system was again altered in the following year.

In 1886, when the organization of the government was altered, great changes were also made in the educational system by the issue of Imperial Ordinances relating to the Imperial University, Normal Schools, Elementary Schools, Middle Schools, and the General Regulations for Schools. By these various regulations, those defects in the educational system which had not been provided for in the former code of education, and chiefly related to elementary education, were completely remedied. By these ordinances, a University Hall was established in the Imperial University. In regard to normal schools, a higher normal school was organized, and attention was directed to the development of the three characteristics of obedience, sympathy, and dignity among the pupils. The expenses of pupils in normal schools were to be granted by the schools, and the subjects of study and the standard to be attained in normal schools were to be prescribed by the Minister of State for Education. In elementary schools, the school expenses were chiefly to be defrayed out of school fees; and the sub-

jects of study and the standard to be attained were to be prescribed by the Minister of State for Education. With regard to middle schools, higher middle schools were to be established, a limitation was put on the number of ordinary middle schools to be established in the *Fu* and *Ken*, and the subjects of study and the standard to be attained were to be prescribed by the Minister of State for Education. In regard to text-books for elementary and middle schools, only those approved by the Minister of State for Education were to be used, and those for normal schools were to be prescribed by him, and in order to develop the characteristics of pupils in various schools, military drill was much encouraged.

When the law for the organization of cities, towns, and villages was carried into operation in 1889, it was found that some provisions in the educational laws came into conflict with it, so as to offer some difficulties to the practical carrying out of the same. Some further alterations were suggested by the necessities of the time. Consequent on this, the Law for the General Regulation relating to Local Education was established, and that relating to Elementary Schools revised in 1890, with an expectation that they would be successfully carried into operation together with the system of self-government. In these laws, some provisions in the old laws were either adopted or modified according to the state of the country and the condition of the people. All that might tend to vanity and exaggeration was avoided as much as possible, and simplicity and efficacy were chiefly taken into consideration. Local educational affairs were chiefly entrusted to the local authorities, and great importance was also attached to simplicity and frugality in all such matters as school organization and the erection of school-houses. With regard to teachers, some facilities were provided for obtaining such as were possessed of experience and prudence, without resorting to the exclusive method of examinations, and liberal treatment was actually offered to them by the establishment of the Law relating to Pensions. School expenses were also made to be borne by the [illegible], towns, and villages, and the school attendance of children was [illegible]d by the provisions relating to the reduction and remittance [illegible] fees. The *raison d'être* of all these changes was the [illegible] steady progress of education. It may be specially

mentioned here that just at the time referred to above, His Imperial Majesty graciously delivered a speech on education, in which the fundamental characteristics of our nation were clearly set forth, and the course of conduct to be pursued by our children was fully indicated. In this speech the young were admonished to attend to their studies and practise their respective callings, to cultivate their intellectual faculties and train their moral feelings, to foster the public weal and promote the interests of society, the conclusion being the expression of a hope that neither His Majesty Himself nor any of his subjects should at any time fail to observe these principles faithfully. Thereupon, the Department of Education caused copies of the Imperial Speech to be printed and distributed among all schools throughout the country, together with an instruction to the effect that all those who were engaged in the work of education, constantly bearing in mind the tenor of His Majesty's Speech, should never neglect the duty of improving themselves and rightly teaching their pupils. The internal progress of schools may be inferred from the details given above.

The above is a brief sketch of the history of our educational administration. In regard to the results, it will be observed that when the Code of Education had been carried out in 1873, the number of children of school age receiving instruction was about 1,180,000, which increased to 2,210,000, when the Code of Education of 1879 was issued. In 1885, the number increased to 3,180,000, which again increased to 3,630,000 in 1891, so that it has actually attained to more than three times that originally enrolled in the registers, though twenty years have not yet elapsed since the first promulgation of the Code of Education.

Middle and normal schools were likewise established soon after the issue of the Educational Code. But neither good internal arrangement nor judicious management were completely secured. Especially in regard to the normal schools, speedy training was preferred to thorough training, on account of the pressing demand for elementary school teachers. However after many alterations had been gradually introduced into their organization, a great improvement was effected in them by the Imperial Ordinances relating to normal and middle schools issued in 1886, and their status is now entirely different from that which obtained ten years ago, though

doubtless the ordinary middle schools still call for a certian measure of improvement. Steady progress is also manifested by the seven higher middle schools, as a result of the special care bestowed on their organization since 1886. The Department of Education further includes several special schools, such as the Higher Commercial School, the Technical School, the Fine Art School, and the Music School, in all of which instruction is given in special branches of science and art, and results more or less satisfactory have already been obtained. The University, so called when it was first organized in 1877, was then divided into the four departments of Law, Science, Medicine, and Literature. It was re-organized by the Imperial Ordinance relating to the Imperial University issued in 1886, and now consists of one University Hall and six Colleges. At present the number of students is 1,329. The number of graduates is between 100 and 200 each year, the total number of graduates since 1877 being 1,582. In fact, the number of graduates has much increased during recent years, and it is expected that the number will be still further increased, on account of the yearly growing number of the graduates to be admitted from the higher middle schools.

Thus our educational system took its origin at the time of the the Restoration of the Imperial Government, and after undergoing many changes during the last twenty years and more, has attained to development as has been set forth above. From what has already been accomplished it is safe to predict further development in the future.

Detailed accounts of the various subjects will be given under their respective heads.

DEPARTMENT OF EDUCATION.

The Department of Education is an office of the Imperial Government for the administration of educational affairs throughout the Empire. It was established in July, 1871, and is now one of the eight departments of the Government. With regard to its history, [illegible] be briefly stated that in 1868, a Superintendent of Education [illegible]ted in the *Shōheikō* (the old university founded by the

Tokugawa government), and the Kaiseigakkō, Igakujō, Hospitals, etc., were placed under his control. When the Board of Education was established in the following year, the official title of the Superintendent of Education was abolished, and a President was appointed with full power to exercise control over educational matters. But the attention of the educational executive was then limited to higher education, and not extended to the whole educational affairs of the country. When the Department of Education was established, a Minister and Vice-Ministers of Education, together with other administrative officers, were appointed to control the educational affairs of the whole country, together with the business connected with sanitary matters and copyrights. In August, 1872, the Code of Education was promulgated by the Government, and at the same time, a Bureau of Inspection was established in the Department of Education. In 1874, a bureau of medical affairs was established in the Department, together with four separate offices charged respectively with the business connected with school affairs, treasury, reports, and copyrights, official regulations being prescribed accordingly. In the following year, when the Department of the Interior was established by the Government, the business concerning sanitary affairs and copyrights was transferred to its control.

After many subsequent changes in the Government Departments, a Minister of State was finally appointed for each Department of the Government at the end of 1886, and new official regulations were issued. According to these regulations, one Vice-Minister of State for Education (*Chokunin*), two Private Secretaries, seven Secretaries and Councillors, five Inspectors, Directors and Assistant Directors of the Bureaux of School Affairs, Compilation, and Treasury (*Sōnin*), Probationers (officially treated as *Sōnin*), and clerks (*Hannin*), were appointed; and thus the organization of the Department was once more altered. According to the official regulations, the duties of the

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NOTE:—Officials of the rank of *Chokunin* are such as are appointed by order of His Majesty the Emperor.

Officials of the rank of *Sōnin* are appointed by the Minister President of State with the approval of His Majesty the Emperor.

Officials of the rank of *Hannin* are appointed by the heads of the respective government departments.

Minister of State for Education were to control all affairs connected with education and learning. The duties of the Vice-Minister of State for Education were to perform the duties of the Minister of State under his direction, except countersigning the Imperial Ordinances, reporting to His Majesty the Emperor the affairs of the Department, attending the cabinet meetings, and issuing the ordinances of the Department. He was also to have certain portions of the functions of the Minister of State intrusted to him for execution, to sit as Director of the Bureau of General Supervision, and to supervise the business of all bureaux and sections and all the affairs of the Department. The duties of the Private Secretaries were exclusively to attend upon the Minister of State, and to transact the business of the minister's chamber. The duties of the Secretaries were, under the direction of the Minister of State, or the Director of the Bureau of General Supervision, to inquire into any propositions originated in any of the Bureaux, to compile public documents, to sit as chiefs of sections in the Bureau of General Supervision, and to conduct all business assigned to them. The duties of councillors were to give their opinions on questions propounded by the Minister or Vice-Minister of State, to discuss all educational questions, and to prepare drafts in accordance with their views. The duties of Inspectors were to attend to the business of educational inspection. The duties of the Directors of Bureaux were, under the direction of the Minister of State or the Director of the Bureau of General Supervision, to conduct such business as should be assigned to them, and to superinted all business belonging to the sections of their respective Bureaux. The duties of Probationers were to train themselves to the transaction of business, during a certain period before their formal appointment. The duties of clerks were to attend to keeping records and accounts, under the direction of their respective superiors.

In 1887, the Bureau of School Affairs was abolished and Bureaux of Special School Affairs and of General School Affairs were established, the business of the several sections into which the latter Bureau had been divided being conducted by the Inspectors appointed to act as chiefs of such sections. In 1890, the Bureau of Compilation was abolished, a section being established in the [illegible] of General Supervision for transacting all compilation business.

In 1891, the official regulations were again revised. By these regulations, the Bureaux of General Supervision and of the Treasury were replaced by the Minister's Cabinet, which was then divided into seven sections, each having its appropriate work, viz., treasury, public documents, compilation, teachers' licences, teachers' pensions, reports, and records; the Bureaux of Special School Affairs and General School Affairs being re-established as heretofore. With regard to the officials, one Vice-Minister of State for Education, and two Heads of Bureaux (*Chokunin*); two Councillors, two Private Secretaries, three Secretaries, five Inspectors, and one Engineer (*Sōnin*); three Probationers and one Probationary Engineer (officially treated as *Sōnin*), were appointed, and the number of clerks was fixed at one hundred. According to the new official regulations, the duties of the Minister of State for Education are to control all affairs connected with education and learning. The duties of the Vice-Minister of State for Education are, under the direction of the Minister of State, to regulate the affairs of the Department, and to supervise the business of all bureaux and sections. The duties of the Directors of Bureaux are, under the direction of the Minister or Vice-Minister of State, to conduct the business assigned to them respectively, and to direct and superintend all business belonging to the sections of their respective Bureaux, as also to decide and execute such matters as officially belong to them, or are specially committed to them by the Minister of State. The duties of councillors are to give their opinions on questions propounded by the Minister or Vice-Minister of State, to discuss all educational questions, and to prepare drafts in accordance with their views. The duties of Private Secretaries are exclusively to attend upon the Minister of State to transact secret business, and to assist the business of any bureau under special order. The duties of Secretaries are, under the direction of the Minister or Vice-Minister of State, to conduct the business of the Minister's Cabinet, and to assist the business of any bureau under special order. The duties of Inspectors are to attend to the business of inspection both in respect of the educational administration and of school working, and to conduct any other business under special order. The duties of Engineers are to attend to the business connected with school buildings. The duties of Probationer-

are, under the direction of the Minister of State, to train themselves to the transaction of business, during a certain period before their formal appointment. The duties of clerks are to attend to keeping records and accounts, under the direction of their respective superiors.

The following table shows the names of the successive chiefs of the Department of Education, since its first establishment.

Official Titles.	Names.	Dates of Appointment.
Minister of Education.	Oki Takatō.	July 28, 1871.
Minister of Education.	Kido Takayoshi.	January 25, 1874.
Senior Vice-Minister of Education.	Tanaka Fujimaro.	September 27, 1874.
Minister of Education.	Saigō Tsugumichi.	May 24, 1878.
Senior Vice-Minister of Education.	Tanaka Fujimaro.	December 24, 1878.
Minister of Education.	Terashima Munenori.	September 10, 1879.
Minister of Education.	Kōno Tokama.	February 28, 1880.
Minister of Education.	Fukuoka Takachika.	April 7, 1881.
Minister of Education.	Count Oki Takatō.	December 12, 1883.
Minister of State for Education.	Viscount Mori Arinori.	December 22, 1885.
Minister of State for Education.	Viscount Enomoto Takeaki.	March 22, 1889.
Minister of State for Education.	Yoshikawa Akimasa.	May 17, 1890.
Minister of State for Education.	Count Oki Takatō.	June 1, 1891.
Minister of State for Education.	Kōno Tokama.	August 8, 1892.

NOTE:—Besides those above mentioned, cases have occurred in which ministers of other departments have been appointed ministers of state for education *ad interim* in addition to their proper duties.

The appropriation for the Department of Education was about *yen* 1,300,000 during the years 1873–74. During the years 1875–76, when the business of the Department was much enlarged and new schools were instituted, the amount of the appropriation was increased to about *yen* 1,700,000, but decreased again to about *yen* 1,000,000 in the year 1877, when the number of normal schools and foreign language schools was reduced. In the year 1881, the above amount was further decreased to about *yen* 800,000, when the elementary and normal [illegible]ool aids were discontinued. However the subsequent enlargement [illegible] business of the Department was attended by a corresponding [illegible] the amount of the appropriations, which was raised to over [illegible]00 during the years 1885–86, and since then further raised

to more than *yen* 1,500,000. It will be seen that the total amount of the appropriations, from the year 1873 to the end of the year 1890, was over *yen* 20,550,576, showing an average of over *yen* 1,144,693 *per annum.*

With regard to the local educational officers, it should be mentioned that when the old Code of Education was issued, a few officials were specially appointed in each local office to direct the educational affairs within its jurisdiction. In 1875, separate educational sections were established in all the local offices for the further development of educational activity. However, by an order issued in the year 1876, that the distribution of business should be regulated according to the actual state of transactions, the educational sections in some local offices were united with those of general business. But by the official regulations for the local governments, issued in 1878, which authorized the *Fu Chiji* or *Ken Rei* to establish separate sections for the transaction of business, educational sections were again established in all local offices, and so continued for several years. By the official regulations for local governments issued in 1886, all local offices were divided into two departments subdivided into several sections, each department being presided over by a secretary, and each section by a clerk. Educational sections were placed in the second departments, superintended by clerks, or by directors of ordinary normal schools, whom the *Fu Chiji* or *Ken Rei* were authorized to employ in such positions in addition to their ordinary duties. However, by the revised official regulations for local governments issued in the year 1890, the local educational business was brought under the control of the third sections of the home departments and no separate sections have since been established.

According to the system of local administration, there are clerks in each *Gun* or *Ku* who manage school affairs within its jurisdiction, under the direction of the *Gunchō* or *Kuchō*. In 1881, an order was issued by the Department of Education to the effect that such persons as might have tolerable knowledge of educational matters should be employed to manage school affairs in each *Gun* or *Ku*, and some special articles were enumerated by the Department, to guide them in the transaction of their appropriate business. According to the Imperial Ordinance relating to Elementary Schools revised

in 1890, a school inspector was appointed in each *Gun* to supervise the educational affairs of the *Gun* in accordance with the directions of the *Gunchō*.

As to the school officers of towns and villages, it was prescribed in the old Code of Education that one school-district manager should be appointed for every twenty or thirty elementary school-districts, and for this office, those who were renowned and trusted in the various localities should be nominated by the people and appointed by the local authorities. By the Code of Education issued in the year 1879, school committees were appointed in the place of the above managers to transact educational matters within their respective towns or villages, the number of persons constituting the said committees and the question of salary being entirely left to the judgment of the towns or villages. But on account of suitable persons not being found in many cases, the regulations were revised by the revised Code of Education which prescribed that the number of persons constituting the said committees and the amount of salary, if any, to be allowed to them, should be submitted to the *Fu Chiji* or *Ken Rei* for approval, and that candidates for school committees should be nominated by the people of the towns or villages, up to the number of two or three times the required number, and the committees should be selected and appointed by the *Fu Chiji* or *Ken Rei*, from among the number thus nominated; and further that regulations to govern nominations should be framed by the *Fu Chiji* or *Ken Rei*, and carried into operation with the approval of the Minister of Education. But on the revision of the Code of Education in 1885, the school committees were finally abolished, and their business was transferred to the charge of the *Kochō* of the towns and villages. According to the Imperial Ordinance relating to Elementary Schools revised in 1890, a school committee was instituted in each city, town, or village to assist the *Shichō*, *Chōchō*, or *Sonchō* in the discharge of his duties, and it was prescribed that the said committee should include the male teachers in each city, town or village elementary school,—their number to be not less than one fourth of the whole committee.

REFERENCE:—Official Regulations for the Department of Education (Imperial Ordinance No. 93, issued in 1891).

IMPERIAL ORDINANCE No. 93,

(issued July 24, 1891).

Official Regulations for the Department of Education.

Art. I. The duties of the Minister of State for Education are to control all affairs connected with education and learning.

Art. II. The following business shall be under the control of the Minister's Cabinet, besides those points enumerated in the General Begulations.

Business concerning:

1. The appointment, promotion, dismissal, and social position of public school officials.
2. The licensing of teachers.
3. The examination of books and charts for school use.
4. The compilation of books and charts useful for education.
5. Pensions for teachers, and for the families of deceased teachers.
6. Foreigners employed by the Department of Education.
7. Students in foreign countries.
8. Petitions.

Art. III. The number of Councillors of the Department of Education shall be fixed at two, and that of Secretaries at three.

Art. IV. The following two Bureaux shall be established in the Department of Education.

Bureau of Special School Affairs.
Bureau of General School Affairs.

Art. V. Directors both of the Bureau of Special School Affairs and of the Bureau of General School Affairs shall hold the rank of *Chokunin.*

Art. VI. The following business shall be under the control of the Bureau of Special School Affairs.

BUSINESS CONCERNING:

1. Universities and higher special schools.
2. Middle schools.
3. Special schools and art schools.
4. Miscellaneous schools similar to those mentioned above.
5. Reference libraries and astronomical observatories.
6. Academic degrees and other similar titles.
7. Patronage and encouragement of the arts and sciences.
8. The Academy and other scientific societies.
9. Those portions of the executive affairs of the *Fu*, *Ken*, *Gun*, cities, towns, or villages, which fall under the control of this Bureau.

Art. VII. The following business shall be under the control of the Bureau of General School Affairs:

BUSINESS CONCERNING:

1. Normal schools.
2. Elementary schools.
3. Higher female schools.
4. Kindergartens, popular libraries, blind and dumb schools, and other institutions of the nature of elementary schools.
5. Educational museums and educational societies.
6. Popular education.
7. School attendance of children of school age.
8. *Gun* school inspectors, and school committees of cities, towns and villages.
9. Those portions of the executive affairs of the *Fu*, *Ken*, *Gun*, Cities, Towns, or Villages, which fall under the control of this Bureau.

Art. VIII. Five Inspectors shall be appointed in the Department of Education, who shall hold the rank of *Sōnin*, and attend to the business of inspection both in respect of the educational administration and of school working.

The Inspectors shall conduct other business only under special

Art. IX. One Engineer shall be appointed in the Department of Education, who shall hold the rank of *Sōnin*, and attend to the business connected with school buildings.

Art. X. The number of Probationers is fixed at three.

Art. XI. One Probationary Engineer shall be appointed in the Department of Education.

Art. XII. The number of clerks is fixed at one hundred and three.

SUPPLEMENTARY PROVISION.

Art. XIII. These regulations shall be in force on and after the 16th August.

ELEMENTARY SCHOOLS.

Before the Restoration of the Imperial Government, the chief institutions for the elementary education of children were the so-called *Hangaku*, *Kyōgaku*, *Shijuku*, and *Terakoya*. The *Hangaku* were institutions established by the various feudal lords (*Daimyōs*), within their own provinces and supported at the expense of the feudal governments, where children of the upper military class, and sometimes those belonging to the lower military class, were taught. The *Kyōgaku* were institutions established within the territories of the *Taifu* (chief officials of the feudal lords), or in other prosperous towns, chiefly devoted to the instruction of children of the upper military class, but in some cases to that of children of other classes also. Some of these institutions were maintained by the various feudal governments, and others at public expense. The course of the lower grade in these two kinds of schools included Reading of the Chinese Characters, Writing, Arithmetic, etc. To the common people, instruction somewhat lower in standard was imparted, but the course of study was almost uniform throughout the country. The length of the course of study extended over about six or seven years. The *Shijuku* and *Terakoya*, being private schools freely established by any person desirous of so doing, had no uniform course of instruc-

tion, but as a rule the course of the lower grade of *Shijuku* included the Reading of the Chinese Characters, Writing, Lectures on the Chinese Classics, etc., and that of the *Terakoya*, Easy Reading, Writing, and Arithmetic. As education was not compulsory, the length of the course of study, etc., was not fixed, and the very low school fees paid by the pupils varied in amount. These schools were found everywhere throughout the country, some containing as many as four or five hundred pupils, while others had no more than seven or eight, and to their existence was due the spread of general knowledge in those days.

After the Restoration, elementary schools were first established in the *Fu* of Kyōto, but these schools were only a slight improvement on the *Terakoya*. The real development of the elementary school system may be dated from the year 1871, when six elementary schools in the city of Tōkyō were brought under the control of the Department of Education, and the course of study and other regulations were prescribed for them. On the promulgation of an Educational Code in the year 1872, the system of school-districts was established and the course of study for elementary schools was prescribed for the first time. Consequent on this, all the local authorities gradually began to undertake educational work, those *Shijuku* and *Terakoya* whose organization was not complete were abolished, and public schools were established.

According to the provisions of the Code of Education, the population of each elementary school-district was estimated at about six hundred; school-districts were to be conveniently arranged by the local authorities according to the *Gun*, *Ku*, towns, villages, etc., on the basis of the extent of localities and the density of the population. In each school-district one elementary school was to be established, and all affairs relating to education were to be entrusted to the school-district managers. Ordinary elementary schools were divided into two grades, viz., the higher course and the lower course. The age of children in the lower course was to be from six to nine, while those in the higher course were from ten to thirteen years of age. The whole length of the two courses extended over eight years. The higher and lower courses were each divided into eight

NOTE:—A *Gun* is a rural district, and a *Ku* an urban district.

classes, and the length of the course of study for each class extended over six months, the subjects of study being prescribed accordingly.

The expenses for the establishment and maintenance of elementary schools were to be borne by each school-district, and tuition fees were necessarily charged. However, as the people were unable to bear the burden thus suddenly imposed upon them for the defrayal of the expenses of school buildings, books, apparatus, teachers' salaries, etc.,—the Government granted a certain sum of money annually out of the National Treasury to be distributed among the school districts. This system remained in vogue from 1870 to 1881, when the grant was discontinued. The Government aid thus distributed among the *Fu* and *Ken* actually amounted to the sum of *yen* 4,005,500. Notwithstanding occasional changes in the amount of the annual grant, according to the financial state of the Government, great facilities were thus afforded to the local authorities in administering the educational affairs of their respective jurisdictions. It is chiefly owing to such pecuniary encouragement on the part of the Government that the number of schools and the attendance of children has steadily increased, and the present educational status been attained. In 1879, the Government promulgated a new Code of Education abolishing the system of elementary school-districts. By the terms of this Code, also, public elementary schools were to be established either by single towns or villages, or by the corporation of several towns or villages, and the school-district managers were replaced by school committees. As to teachers, it was made the rule to employ only such as possessed certificates from normal schools. The length of the elementary school course was extended to eight years, with the option of decreasing it to not less than four years should local circumstances require such a reduction. In those localities where school funds were deficient, the system of itinerary instruction might be established. The expenses of elementary schools were to be defrayed out of the town and village rates, aided by the Department of Educations ; and in case further assistance were needed, it was to be supplied from the local taxes, subject to the decision of the *Fu* or *Ken* Assembly. Tuition fees were to be charged or remitted, according to local circumstances. The promulgation of this new Code, however, caused some popular misunderstanding, many believing that education was henceforward to be left entirely in the

hands of the people. This caused a slackness of educational work in several localities.

Consequently in 1880, the Government revised the Educational Codes re-establishing the system of school-districts and rigorously enforcing attendance. "Standard Outline of the Course of Study in Elementary Schools" was also issued, whereby the elementary school course was divided into three grades, viz., lower, intermediate, and higher. The length of the school course was three years in each of the lower and intermediate grades, and two years in the higher grade, the whole course extending over eight years. In accordance with the tenor of the said revised Code of Education, regulations for judging of the moral conduct of teachers, and directions for teachers in elementary schools were issued. In order to improve the standard of teachers in elementary schools, the Department of Education directed the *Fu* and *Ken* to appoint supervising teachers and to establish teachers' institutes. Each local authority also endeavoured to carry out the work in accordance with the above law and regulations, and the Department of Education occasionally sent officials to inspect schools and urged improvements by issuing instructions. Consequently many additions to school buildings were made, many competent teachers were engaged, the method of teaching was improved and suitable books and apparatus were provided. Thus, during the years 1883–84, the organization of elementary schools was fairly regulated. But at that time, a great depression of trade caused so much suffering among the people as to materially check the progress of education. In 1885, the Educational Code was again revised with the object of the economical administration of public school expenditure. By this revision, various provisions were made such as the transfer of the duties of school committees to the *Kochō*, the establishment of simpler elementray courses, the levying of tuition fees, the establishment of a one-year course of study for each elementary school grade, etc.

In 1886, a great change took place in the Government. So far as general education was concerned, an "Imperial Ordinance relating to Elementary Schools" was promulgated, and the system was entirely remodelled. According to this ordinance, elementary schools were divided into two classes, viz., higher and ordinary. The expenses of

elementary schools were to be defrayed by school fees while other sources of income, such as pecuniary donations, were also to be available for that purpose, and deficiencies were to be supplied from the town or village rates, according as the town or village assembly should determine. According to local circumstances, a simpler elementary course was to be substituted for the ordinary elementary course, and the expenses of schools adopting such a course were to be defrayed out of the town or village rates. The subjects to be taught, and the standard to be attained, in elementary schools were to be determined by the Minister of State for Education. The course of study both in the ordinary and in the higher elementary schools was to extend over four years. According to local circumstances, a supplementary course might be provided in addition to the ordinary elementary school course. The chief points relating to the simpler elementary school course were also fixed, it being arranged that the course of study should not extend over more than three years. The regulations for this course of instruction were to be framed by the *Fu Chiji* or *Ken Rei*, according to local circumstances.

It was found, however, on attempting to put these changes into practice that many articles ran counter to others on the same subject contained in the law for the organization of cities, towns, and villages recently promulgated, and moreover the progress of enlightenment called for a revision of the educational laws. Therefore in the year 1890, the Imperial Ordinance relating to Elementary Schools was revised and enlarged. The revised version contains eight chapters relating to the object of elementary school education and the various classes of elementary schools; the organization of elementary schools; school attendance; the establishment and maintenance of elementary schools; the burdens of the *Fu*, *Ken*, *Gun*, cities, towns, and villages with respect to elementary schools and tuition-fees; the directors of, and teachers in, elementary schools; management and supervision; and supplementary provisions. According to this ordinance, elementary schools are divided into ordinary elementary schools and higher elementary schools. Apprentices' schools, and supplementary schools for technical instruction are also classed under the head of elementary schools. The subjects of study in the ordinary elementary schools are Morals, Reading, Composition, Writing, Arithmetic and

Gymnastics. According to local circumstances, Gymnastics may be omitted, and one or more of such subjects as Japanese Geography, Japanese History, Drawing, Singing, and Handiwork may be added. For females, Sewing may also be added. The subjects of study in the higher elementary schools are Morals, Reading, Composition, Writing, Arithmetic, Japanese Geography, Japanese History, Foreign Geography, Science, Drawing, Singing, and Gymnastics. For females, Sewing is added. According to local circumstances, either Foreign Geography or Singing or both may be omitted, and one or more of such subjects as the elements of Geometry, a Foreign Language, Agriculture, Commerce, and Handiwork may be added; or one or more special courses in Agriculture, Commerce or Industry may be established. The ordinary elementary school course shall extend over three or four years, and the higher elementary school course over two, three or four years. A supplementary course may be established both in the ordinary and in the higher elementary schools. The regulations relating to instruction are to be drawn up by the *Fu Chiji* or *Ken Chiji* in accordance with the Standard Outlines prescribed by the Minister of State for Education, subject to his approval. The number of, and the sites for, the ordinary elementary schools to be established in a city, are to be fixed by the *Fu Chiji* or *Ken Chiji* after consultation with the civic authorities, and those for the ordinary elementary schools to be established in a town or village are to be fixed by the *Gunchō* after consultation with the town or village authorities, and subject to the approval of the *Fu Chiji* or *Ken Chiji*. A city, town, or village may, subject to the approval of the *Fu Chiji* or *Ken Chiji*, establish and maintain a higher elementary school; likwise, several towns and villages, after due consultation, may establish a school union and may also, with the approval of the *Fu Chiji* or *Ken Chiji*, establish and maintain a higher elementary school. In case of necessity, the educational affairs of all or some of the children of one town or village, or of one town or village school union, may be committed to the care of another town or village, or of another town and village school union. The period of eight years extending from the sixth to the fourteenth year of age is defined as the school age of children. The guardians of children of school age are under

obligation to cause such children to attend school until they have completed the ordinary elementary school course. The regulations for school attendance are to be established by the *Fu Chiji* or *Ken Chiji*, subject to the approval of the Minister of State for Education. All expenses for Elementary Schools are to be borne by the cities, towns, or villages. Provisions are also made with regard to the whole or partial remittance of tuition fees, and the substitution of the payment in kind or in personal labor for the payment of tuition fees, in order to facilitate the attendance of children.

We may sum up by saying that elementary education in Japan commenced with the promulgation of the Code of Education in 1872, that it was placed on a firm basis by the revised Code of Education of 1880, that it was much improved by the Imperial Ordinance relating to Elementary Schools of 1886, and that it was further perfected by the revised Imperial Ordinance relating to Elementary Schools issued in 1890. Notwithstanding the partial adverse influences exercised by the frequent changes effected in the educational laws, by faults in the manner of administration, and by the vicissitudes of political events still it is an undeniable fact that, during this short interval of twenty years, education has, on the whole, been firmly established, and steadily diffused from year to year. The following table gives the statistics, arranged in six-year periods, from 1873 to 1891 :—

	Average number per annum.			1891
	1873–1878	1879–1884	1885–1890	
No. of Schools.....	22,298	28,941	26,739	25,369
No. of Teachers	47,433	82,324	71,981	69,586
No. of Pupils	1,886,573	2,790,996	2,933,752	3,153,258

REFERENCE :—Imperial Ordinance No. 215 relating to Elementary Schools, issued in the 23rd year of Meiji (1890).

IMPERIAL ORDINANCE RELATING TO ELEMENTARY SCHOOLS.

CHAPTER I.

Object and Kinds of Elementary Schools.

Art. I. Elementary schools are designed to give children the rudiments of moral education and of education specially adapted to make of them good members of the community, together with such general knowledge and skill as are necessary for practical life,—due attention being paid to their bodily development.

Art. II. Elementary Schools shall be divided into Ordinary Elementary Schools and Higher Elementary Schools.

Those established and maintained at the expense of cities, towns or villages, or of town and village school unions, or of the districts within them shall be called city, town or village elementary schools, and those established and maintained at the expense of one or more private individuals shall be called private elementary schools.

Apprentices' schools and supplementary schools for technical instruction shall also be classed under the head of elementary schools.

CHAPTER II.

Organization of Elementary Schools.

Art. III. The subjects of study in Ordinary Elementary Schools shall be Morals, Reading, Composition, Writing, Arithmetic, and Gymnastics.

According to local circumstances, Gymnastics may be omitted, and one or more of such subjects as Japanese Geography, Japanese History, Drawing, Singing and Handiwork may be added. For females, Sewing may be added.

Art. IV. The subjects of study in Higher Elementary Schools shall be Morals, Reading, Composition, Writing, Arithmetic, Japanese Geography, Japanese History, Foreign Geography, Science, Drawing, Singing and Gymnastics. For females, Sewing shall be added.

According to local circumstances, either the Foreign Geography or Singing or both may be omitted, and one or more of such subjects as the elements of Geometry, a Foreign Language, Agriculture, Commerce and Handiwork may be added.

Art. V. An Ordinary Elementary School Course and a Higher Elementary School Course may be established conjointly in one and the same school.

Art. VI. In a Higher Elementary School, one or more special courses in Agriculture, Commerce or Industry may be established according to local circumstances. Such special courses shall be established either in addition to, or in lieu of, the regular course.

Art. VII. A supplementary course may be established in Ordinary or Higher Elementary Schools.

Art. VIII. The ordinary elementary school course shall extend over three or four years and the higher elementary school course over two, three or four years.

Art. IX. The subjects of study and the length of the course of study for special courses, supplementary courses, apprentices' schools and supplementary schools for technical instruction shall be prescribed by the Minister of State for Education.

Art. X. Certain subjects of study in elementary schools may, according to the rules prescribed by the Minister of State for Education, be made optional, or be omitted in the case of those children who are from certain causes unable to study them.

Art. XI. In case an addition to or an omission in the subjects of study be made in accordance with Art. 3 or Art. 4, the approval of the *Fu Chiji* or *Ken Chiji* shall be obtained by the city council, *Chōchō* or *Sonchō* for city, town or village elementary schools and by their founders for private elementary schools.

In case, according to Art. 5, an ordinary elementary school course and a higher elementary sohool course are to be established conjointly in one and the same school or in case their joint establishment be discontinued, the approval of the *Fu Chiji* or *Ken Chiji* shall be obtained by such cities, towns or villages for city, town or village elementary schools and by their founders for private elementary schools.

In case the regular course, special course or supplementary course be established or abolished, or the length of the course of study be

fixed, according to Arts. 6, 7 or 8, the approval of the *Fu Chiji* or *Ken Chiji* shall be obtained by such cities, towns or villages for city, town or village elementary schools and by their founders for private elementary schools.

Art. XII. The standard outlines of the regulations as to the elementary school course shall be prescribed by the Minister of State for Education.

The *Fu Chiji* or *Ken Chiji* shall draw up the regulations as to the elementary school course for the *Fu* or *Ken* under his jurisdiction in accordance with the standard outlines of the regulations as to the elementary school course, subject to the approval of the Minister of State for Education.

Art. XIII. The regulations for making elementary schools single or many classed, the cases where male and female children are to be separately taught, the cases where a director is to be appointed in a many-classed school, the number of children to be taught by one teacher, and the like shall be prescribed by the Minister of State for Education.

Art. XIV. The number of holidays in Elementary Schools shall not exceed ninety days per annum, exclusive of Sundays. But this shall not apply to apprentices' schools, supplementary schools for technical instruction, and supplementary courses.

Under special circumstances the *Fu Chiji* or *Ken Chiji* may, subject to the approval of the Minister of State for Education, disregard the provisions of the preceding paragraph.

During the prevalence of epidemic diseases or in other seasons of calamity, the *Fu Chiji* or *Ken Chiji* shall cause the elementary schools in cities, and the *Gunchō* shall cause the elementary schools in towns or villages, to be temporarily closed. In urgent cases, however, the *Shichō*, *Chōchō* or *Sonchō* may cause the elementary schools to be closed.

Art. XV. The number of hours of instruction per week, the ceremonies to be observed on the great festival days and other national holidays and the like in Elementary Schools shall be prescribed by the Minister of State for Education.

Art. XVI. Elementary school books or charts shall be such among the books or charts examined and adopted by the Minister of

State for Education as have been selected by the Committee for the Examination of Elementary School Books and Charts, subject to the approval of the *Fu Chiji* or *Ken Chiji*.

The *Fu* or *Ken* shall establish an Examination Committee composed of the *Fu* or *Ken* officials, the members of the *Fu* or *Ken* council, the director of and teachers in the ordinary normal school and the teachers in elementary schools.

The regulations concerning the Examinations and the Examination Committee shall be prescribed by the Minister of State for Education.

Art. XVII. All Elementary Schools shall be provided with school buildings, school sites, school appliances, and gymnasia, and such Elementary Schools where a course of agriculture is established, shall also be provided with lands for practical training in agriculture.

Under special circumstances, gymnasia and lands for practical training in agriculture may be dispensed with, in which case the city, town or village shall obtain for the Elementary Schools established therein the approval of the superintending authorities, or the founders of private elementary schools situated in a city or of those situated in a town or village shall obtain for their schools the approval of the *Fu Chiji* or *Ken Chiji* or of the *Gunchō* respectively.

Art. XVIII. No school buildings, or school sites, or school appliances, or gymnasia or lands for practical training in agriculture shall, except in seasons of calamity, be used for any purpose other than that of elementary schools; but when, under special circumstances, they are to be so used, the *Shichō*, *Chōchō* or *Sonchō* shall obtain the approval of the superintending authorities for the city, town or village elementary schools, or the founders of private elementary schools situated in cities or of those situated in towns or villages shall obtain for their schools the approval of the *Fu Chiji* or *Ken Chiji* or of the *Gunchō* respectively.

Art. XIX. The regulations relating to the provision of school buildings, school sites, school appliances, gymnasia and lands for practical training in agriculture shall, after due investigation into local circumstances, be prescribed by the *Fu Chiji* or *Ken Chiji* in accordance with the draft regulations to be issued by the Minister of State for Education.

CHAPTER III.

School Attendance.

Art. XX. The school age of children is defined as the period of eight years between the sixth and fourteenth year of the child's age.

The guardians of children of school age shall be under obligation to cause such children to attend school until they have completed the ordinary elementary school course.

The obligation referred to in the preceding paragraph shall take effect from the beginning of the school year subsequent to the child's attaining school age.

The conditions necessary for those who act as guardians of children of school age shall be prescribed by the Minister of State for Education.

Art. XXI. In case guardians are unable to send their children of school age to school on account of poverty or of the children's illness or for any other unavoidable cause, application shall be made by them to the *Shichō*, *Chōchō* or *Sonchō* for the temporary or permanent exemption of such children from school attendance.

A *Shichō*, *Chōchō* or *Sonchō* may, if he deems it necessary, examine into the actual condition of the children of school age or of their guardians who have or have not made the application referred to in the preceding paragraph of this article.

In cases where such temporary or permanent exemption from school attendance is granted according to the application referred to in the first paragraph or to the examination referred to in the second paragraph of this article, the *Shichō*, *Chōchō* or *Sonchō* shall obtain the approval of the superintending authorities.

Art. XXII. The guardians shall send their children of school age to the city, town or village elementary schools or to the private elementary schools to be substituted for them, but in case they desire to give the ordinary elementary school course to their children of school age at their own homes or at any other places, the approval of the *Shichō*, *Chōchō* or *Sonchō* must be first obtained.

Art. XXIII. Children affected by any epidemic or other infec- [illegible] disease or living in the same house with persons so affected or [illegible] of bad conduct or unfit to receive school instruction shall not [illegible] to attend the elementary schools.

The regulations respecting the preceding paragraph shall be prescribed by the *Fu Chiji* or *Ken Chiji.*

Art. XXIV. The regulations relating to school attendance and the home education of children of school age shall be prescribed by the *Fu Chiji* or *Ken Chiji,* subject to the approval of the Minister of State for Education.

CHAPTER IV.

Establishment and Maintenance of Elementary Schools.

Art. XXV. Each city, town or village shall establish and maintain ordinary elementary schools sufficient to accommodate children of school age resident in such city, town or village.

Such town and village union as establishes a union assembly and jointly transacts all affairs bearing thereon shall, so far as it concerns the present Ordinance, be regarded as a single town or village.

Art. XXVI. The number of and the sites for the ordinary elementary schools to be established and maintained in a city shall be fixed by the *Fu Chiji* or *Ken Chiji* after consultation with the city.

The number of and the sites for the ordinary elementary schools to be established and maintained in a town or village shall be fixed by the *Gunchō* after consultation with the town or village, and subject to the approval of the *Fu Chiji* or *Ken Chiji.*

Art. XXVII. In cases where the *Gunchō* deems the resources of a town or village inadequate to the establishment and maintenance of a suitable ordinary elementary school, he shall cause such a town or village to form a school union with some other town or village for the establishment and maintenance of such an ordinary elementary school and shall fix the number of and the sites for the ordinary elementary schools to be established and maintained in such a school union.

Art. XXVIII. In cases where the *Gunchō* deems the number of children of school age in a town or village insufficient to warrant the establishment of an ordinary elementary school, or where notwithstanding that the number of children of school age is sufficient, he deems it impossible to get a sufficient number of children for the establishment of the same in a place convenient for their attendance on account either of the long distances or of the bad roads over which

the children should have to travel, he shall apply the provisions of one of the following clauses :—

Clause 1.—He shall cause such town or village to form a school union with some other town or village so as to enable the union to establish and maintain an ordinary elementary school and shall fix the number of and the sites for the ordinary elementary schools to be established and maintained in such a union.

Clause 2.—He shall cause the educational affairs of the whole or of a part of the children of school age in such town or village to be committed to the care of another town or village, or of another town and village school union, or of districts within the same.

In cases where the *Gunchō* deems it impossible to cause the children in part of a town or village placed under the same circumstances as mentioned in the preceding paragraph to attend the ordinary elementary school established in the said town or village, on account either of the long distances or of the bad roads over which they should have to travel, he shall apply the provisions of the clauses of the preceding paragraph.

In cases where the *Gunchō* deems a town and village school union to be circumstanced similarly to the case mentioned in the preceding paragraph, he shall apply the provisions of clause 2 of the first paragraph of this article.

Art. XXIX. In cases where the *Gunchō* shall cause towns and villages to organize school unions in accordance with Arts. 27 and 28, he shall, after consultation with the interested towns and villages and with the *Gun* council, obtain the approval of the *Fu Chiji* or *Ken Chiji*. Similar steps shall be followed in fixing the number of and the sites for the ordinary elementary schools to be established and maintained in such unions.

In cases where the *Gunchō* wishes to cause the educational affairs of the whole or part of children in one town or village or in one town and village school union to be committed to the care of another town or village, or of another town and village school union, according to Art. 28, he shall, after consultation with the interested towns and villages and town and village school unions and with the *Gun* council, [illegible] the approval of the *Fu Chiji* or *Ken Chiji*.

Art. XXX. In cases where two or more ordinary elementary schools are to be established and maintained in a city, the *Fu Chiji* or *Ken Chiji* may fix the elementary schools to be used by one or several districts of such a city, or by one or several of the districts into which the city may be specially divided, in order to make such district or districts undertake the establishment and maintenance of the elementary schools so fixed.

In cases where the provisions of the following clauses apply to a town, village, or town and village school union, or where other circumstances make it necessary, the *Gunchō* may determine the elementary schools to be used by one or several districts within such town, village or union, or by one or several of the districts into which such town, village or union may be specially divided with a view of causing such district or districts to undertake the establishment and maintenance of the elementary schools so fixed, or to commit the education of children therein to the care of another town or village.

Clause 1.—In cases where two or more ordinary elementary schools are to be established and maintained in a town, village, or town and village school union.

Clause 2.—In cases where the educational affairs of the whole or of a portion of the children of school age in a town or village or in any part of a town or village or in any part of a town and village school union are under the necessity of being separately committed to the care of another town or village or of another town and village school union or of districts within the same.

Clause 3.—In cases where one or more ordinary elementary schools are to be established and maintained in a town or village or in a town and village school union, while at the same time there are one or more localities within such town, village or union which are under the necessity of commiting the educational affairs of the whole or of a portion of their children to the care of another town or village or of another town and village school union or of districts within the same.

In cases where such provisions as mentioned in the first paragraph of this article come into operation or are suspended, the interested city and district or districts shall be consulted.

In cases where such provisions as mentioned in the second para-

graph of this article come into operation, or are suspended, the approval of the *Fu Chiji* or *Ken Chiji* shall be obtained after consultation with the interested towns, villages, unions and districts.

Art. XXXI. In cases where the *Gunchō* deems it impossible to enforce the tenor of the first paragraph of Art. 28 even when the circumstances of a town of village are such as are set forth in the said paragraph, he may, subject to the approval of the *Fu Chiji* or *Ken Chiji*, relieve such town or village from the obligation of establishing and maintaining the ordinary elementary schools or of committing the educational affairs of the children in them to the care of another town or village.

In cases where the *Gunchō* deems it impossible to enforce the tenor of the second or third paragraph of Art. 28 even when the circumstances of a town or village or of a town and village school union are such as are mentioned in the said paragraph, he may, subject to the approval of the *Fu Chiji* or *Ken Chiji*, relieve a portion of he town or village or of the school union from the obligation of establishing and maintaining the ordinary elementary schools, or of committing the educational affairs of the children in them to the care of another town or village or of another town and village school union.

Even in such cases as are provided for in the present article, a town or village, or a town and village school union may under special circumstances establish and maintain the ordinary elementary schools subject to the approval of the *Gunchō*. The sites for such schools shall be fixed by the town or village or the town and village school union subject to the approval of the *Gunchō*.

Art. XXXII. In cases where the *Gunchō* wishes to cause a town and village school union to be dissolved, he shall, after consultation with the interested towns and villages and with the *Gun* council, obtain the approval of the *Fu Chiji* or *Ken Chiji*.

In cases where the *Guncho* wishes to withdraw the educational affairs of the whole or a portion of the children of school age in a town or village or in part of it or in a portion of a town and village school union from the care of another town or village or of another town and village school union or of districts therein, he shall, after consultation with the interested towns, villages, school unions and districts, obtain the approval of the *Fu Chiji* or *Ken Chiji*.

Art. XXXIII. Towns and villages may, after consultation and subject to the approval of the *Gunchō*, form school unions for establishing and maintaining the ordinary elementary schools suitable to such unions, in cases where by so doing it is possible to obtain better schools than by the establishment and maintenance of separate schools in each town or village, or where such a step is calculated to effect a reduction in school expenditure.

In such cases as are provided for in the preceding paragraph, the number of and the sites for the ordinary elementary schools to be so established and maintained shall be fixed at the conference held for the purpose of forming such unions, subject to the approval of the *Gunchō*.

Art. XXXIV. No such union as is mentioned in the foregoing article shall be dissolved without the approval of the *Gunchō*.

In case of the application of the provisions of this and the foregoing article the *Gunchō* shall receive instructions from the *Fu Chiji* or *Ken Chiji*.

Art. XXXV. In cases where there is a private elementary school within a city, the *Fu Chiji* or *Ken Chiji* may cause such city to defer the establishment and maintenance of a city elementary school, or the provision of a part of it and to use the former in substitution for the latter.

In cases where there is a private elementary school within a town or village or a town and village school union, the *Gunchō* may cause such town or village or such town and village school union to defer the establishment and maintenance of a town or village elementary school or the provision of a part of it, or the commission of the educational affairs of children to another town or village, and to use such private elementary school in substitution for a town or village elementary school.

The regulations relating to the substitution of private elementary schools for city, town or village elementary schools shall be prescribed by the Minister of State for Education.

Art. XXXVI. A city, town, or village may, subject to the approval of the *Fu Chiji* or *Ken Chiji*, establish and maintain a higher elementary school, or may cause any district within it to establish and maintain the same.

Art. XXXVII. After consultation among several towns and villages, they may, subject to the approval of the *Gunchō*, establish a town and village school union, and may also, with the approval of the *Fu Chiji* or *Ken Chiji*, establish and maintain Higher Elementary Schools.

In cases where the provisions of the preceding paragraph are to be carried out, the *Gunchō* shall receive instructions from the *Fu Chiji* or *Ken Chiji*.

As regards such school unions as are mentioned in this Article, Art. 34 shall apply.

Art. XXXVIII. The rules laid down in Arts. 36 and 37 shall apply to the apprentices' schools and to the supplementary schools for technical instruction.

Art. XXXIX. The same steps shall be followed for abolishing the elementary schools mentioned in the last paragraph of Art. 31, and in Arts. 33, 36, 37 and 38, as for establishing them.

Art. XL. A city, town or village may establish and maintain kindergartens, libraries, and schools for the blind and dumb, together with miscellaneous schools, etc., similar in character to elementary schools.

In this case the provisions of Arts. 36, 37, and 39 shall apply.

Art. XLI. As for the establishment and maintenance of private kindergartens, libraries, schools for the blind and dumb, miscellaneous schools, etc., similar in character to elementary schools, their founders shall obtain the approval of the *Fu Chiji* or *Ken Chiji*, and as for the abolition of such institutions their founders shall send a notice to that effect to the *Fu Chiji* or *Ken Chiji*.

Art. XLII. The regulations relating to the schools, etc., mentioned in Arts. 40 and 41 shall be prescibed by the Minister of State for Education.

CHAPTER V.

Burdens of Fu, Ken, Gun, Cities, Towns and Villages with respect to the Elementary Schools, and Tuition Fees.

Art. XLIII. The principal items of the expenses for the establish- and maintenance of city, town or village elementary schools to

be borne by cities, towns or villages, or by town and village school unions, or by districts therein are as follows:

(1) The provision and maintenance of school buildings, school sites, school appliances, gymnasia, and lands for practical training in agriculture.

(2) The salaries, travelling expenses, etc., of elementary school teachers.

(3) Miscellaneous expenses incurred in connection with elementary schools.

Art. XLIV. The guardians of children attending city, town or village elementary schools shall pay tuition fees in accordance with the rules relating to the same.

Tuition fees shall be considered part of the revenue of cities, towns or villages.

In cases where more children than one of the same family attend school at the same time, a reduction in the amount of the tuition fees may be made.

The *Shichō*, *Chōchō* or *Sonchō* shall either wholly or partially remit the tuition fees due by indigent guardians.

Payment in kind or in personal labour may be substituted for the payment of tuition fees.

The rules relating to tuition fees shall be fixed by the *Fu Chiji* or *Ken Chiji*, subject to the approval of the Minister of State for Education.

Art. XLV. In cases where there are more schools than one to be established in a town and village school union, the *Gunchō* may cause any of the towns and villages forming the union to bear the expenditure of the establishment and maintenance of one or more of such schools.

In cases where the *Gunchō* causes a town and village school union to commit the education of children to the care of another town or village, according to the provisions of Art. 28, he may cause any of the towns and villages forming the union to undertake the exclusive charge of the education of the children of such town or village.

In cases where such provisions as are mentioned in this Article are to be carried into execution or suspended, the *Gunchō* shall, after

consultation with the interested towns, villages and school unions, obtain the approval of the *Fu Chiji* or *Ken Chiji.*

Art. XLVI. In cases where the *Gunchō* deems the resources of a town and village school union inadequate to the establishment and maintenance of suitable ordinary elementary schools, or where he deems the resources of a town or village forming part of a town and village school union inadequate to bear part of the expenditure incurred by such union, the *Gun* shall give to such school union, town or village a proper amount of aid out of the *Gun* revenue.

As regards the estimate of financial capability mentioned in the preceding paragraph, the *Gunchō* shall, after consultation with the *Gun* council, receive instructions from the *Fu Chiji* or *Ken Chiji.*

Art. XLVII. In cases where the *Gunchō* deems it impossible to enforce the tenor of Art. 27, even when a town or village is circumstanced as mentioned in the said Article, the *Gun* shall grant to such town or village a proper amount of aid out of the *Gun* revenue.

As regards the estimate of financial capability mentioned in the preceding paragraph, the *Gunchō* shall, after consultation with the *Gun* council, receive instructions from the *Fu Chiji* or *Ken Chiji.*

Art. XLVIII. In cases where the *Fu Chiji* or *Ken Chiji* deems the resources of a city inadequate to the establishment and maintenance of suitable ordinary elementary schools, the *Fu* or *Ken* shall give to such city a proper amount of aid out of the *Fu* or *Ken* revenue.

As regards the estimate of financial capability mentioned in the preceding paragraph, the *Fu Chiji* or *Ken Chiji* shall, after consultation with the *Fu* or *Ken* council, receive instructions from the Minister of State for Education.

Art. XLIX. In cases where the *Fu Chiji* or *Ken Chiji* deems the resources of a *Gun* inadequate to pay the subsidies mentioned under Arts. 46 and 47, such *Fu* or *Ken* shall give to such *Gun* a proper amount of aid out of the *Fu* or *Ken* revenue.

As regards the estimate mentioned in the above paragraph, the *Fu Chiji* or *Ken Chiji* shall, after consultation with the *Fu* or *Ken* council, receive instructions form the Minister of State for Education.

Art. L. All the expenses incurred in the administration of the [illegible]tional affairs of State by the *Kuchō* and his deputy as well as by [illegible]ol committees of districts shall be borne by cities, towns or

villages or by town and village school unions. But such expenses incurred by the *Kuchō* and his deputy as well as by the school committees of districts may be so arranged as to be borne by the districts, according to the decision of the city, town or village assembly, or of the assembly of town and village school unions.

Art. LI. The salaries, travelling expenses, pensions, etc., of the *Gun* school-inspectors shall be borne by the *Gun*. The amount and the mode of granting the same shall be determined by the *Gun* assembly, subject to the approval of the *Fu Chiji* or *Ken Chiji*.

Art. LII. All the expenses relating to the committees for examining candidates for elementary school teachers and to such examination shall, so far as concerns the *Fu* or *Ken*, be borne by such *Fu* and *Ken*. The expenses relating to the committees for the examination of elementary school books and charts and to such examination shall also be borne by *Fu* and *Ken*.

CHAPTER VI.

Director of and Teachers in Elementary Schools.

Art. LIII. Elementary school teachers who teach any special subject or subjects of study shall be called special teachers and others shall be called ordinary teachers.

Those who assist in teaching the subjects of study of elementary schools or who temporarily teach such subjects shall be called provisional or assistant teachers and the other shall be called regular teachers.

Art. LIV. All elementary school teachers must be provided with elementary school teacher's licenses.

Art. LV. Elementary school teacher's licenses shall be granted to such persons as have passed the prescribed examination.

The examination shall be held by the Examination Committees for Elementary School Teachers instituted in *Fu* or *Ken*. But the examination for elementary school teachers to teach certain subjects of study shall be conducted in the Department of Education.

The regulations relating to the organization and the official power of the Examination Committees, to the subjects and mode of the examination, to the qualification of those applying to be examined, to

the licenses for teachers and to candidates for teachers' posts, etc., shall be prescribed by the Minister of State for Education.

Art. LVI. The regulations relating to the appointment and dismissal and to the promotion and degradation of the directors of and teachers in elementary schools, shall be prescribed by the Minister of State for Education.

Art. LVII. The official titles and the mode of treatment of the directors of and teachers in city, town or village elementary schools shall be otherwise determined.

Art. LVIII. The directors of and teachers in city, town or village elementary schools shall be appointed or dismissed by the *Fu Chiji* or *Ken Chiji*.

Art. LIX. The teachers in city, town or village elementary schools shall be selected and appointed by the *Fu Chiji* or *Ken Chiji*, from among not more than three candidates recommended by the *Shichō*, *Chōchō* or *Sonchō*.

In case the *Fu Chiji* or *Ken Chiji* deems the aforesaid candidates unfit, he shall cause other candidates to be presented, and if he deems the new candidates likewise unfit, the appointment shall be made by him personally instead of in accordance with the system of presentation.

The recommendation mentioned in the first paragraph of this article shall be made within twenty-eight days from the date on which a vacancy occurs in the position of teacher, or on which a new position has been created. The recommendation mentioned in the second paragraph shall be made within fourteen days from the date on which such presentation has been ordered to be made. In case no such presentation is made within the above period, the appointment shall be made personally by the *Fu Chiji* or *Ken Chiji* instead of in accordance with the system of presentation.

The directors of city, town or village elementary schools shall be selected and appointed by the *Fu Chiji* or *Ken Chiji* from among the teachers in such schools. They shall discharge their duties in addition to their teaching duties.

Art. LX. The scale of salaries and travelling expenses for the teachers in city, town or village elementary schools, together with the mode of paying the same and the other allowances, shall be fixed by

the *Fu Chiji* or *Ken Chiji*, subject to the approval of the Minister of State for Education.

The actual amount of salaries and travelling expenses to be granted to the teachers in conformity with the scale of salaries and travelling expenses above mentioned, shall be fixed by the *Fu Chiji* or *Ken Chiji*, after consultation with the city council or the *Chōchō* or *Sonchō*.

The right to the use of a certain area of land or payment in kind may be substituted for certain portions of the salaries of the teachers in city, town or village elementary schools, the proportion to be fixed by the *Fu Chiji* or *Ken Chiji*, subject to the approval of the Minister of State for Education.

The regulations respecting the use of the land or the value of the articles to be substituted according to the paragraph above mentioned shall be confirmed by the Superintending Authorities in accordance with the proposal from cities, towns and villages. But the Superintending Authorities may, if they deem it necessary, change the value once confirmed, or may refuse to approve the substitutions of salaries mentioned in the above paragraph, if they deem such substitutions unfit.

Art. LXI. The regulations relating to the duties to be discharged by the directors of and teachers in the elementary schools shall be prescribed by the Minister of State for Education.

Art. LXII. No teachers in elementary schools who have been appointed to the post of school committeeman may refuse to accept it.

Art. LXIII. No corporal punishment shall be inflicted by elementary school directors or teachers on the children under their care.

Art. LXIV. In cases where the directors of or teachers in city, town or village elementary schools neglect their duties or act contrary to the directions for the discharge of such duties or are guilty of dishonourable conduct, disciplinary measures shall be taken by the *Fu Chiji* or *Ken Chiji*. The penalties in question shall consist of a reprimand, or of a diminution or deprivation of salary during a certain period, or of dismissal and forfeiture of license. In cases where the directors of or teachers in private elementary schools comr

acts as are mentioned in the foregoing paragraph, the *Fu Chiji* or *Ken Chiji* shall suspend them or deprive their licenses according to circumstances.

Those who having been subjected to such penalties as dismissal, the suspension or the forfeiture of license, think that they have not been properly dealt with, may complain to the Minister of State for Education within fourteen days after such occurrence.

The regulations relating to the disciplinary measures of the directors of and teachers in city, town or village elementary schools together with those relating to the suspension and the forfeiture of licenses of the directors and teachers in private elementary schools shall be prescribed by the Minister of State for Education.

Art. LXV. If an elementary school teacher be sentenced to imprisonment or to any heavier punishment, or be fined for any crime injurious to public confidence or to public morality, or if he or she be subjected to police surveillance, the person thus offending shall forfeit his or her office together with his or her license.

CHAPTER. VII.

Management and Supervision.

Art. LXVI. In each *Gun* a school-inspector shall be appointed, his appointment and dismissal to be made by the *Fu Chiji* or *Ken Chiji*.

The *Gun* school-inspector shall receive the same treatment as *Gun* officials whose salaries are paid out of *Fu* or *Ken* taxes.

Art. LXVII. The duty of a *Gun* school-inspector is to supervise the educational affairs of the *Gun* in accordance with the directions and instructions of the *Gunchō*.

Art. LXVIII. The *Fu Chiji* or *Ken Chiji* may decide not to appoint the *Gun* school-inspector in conformity with a proposal from the *Gun* to that effect. In such case, the *Fu Chiji* or *Ken Chiji* shall cause some one to be selected from among *Gun* officials whose salaries are paid out of *Fu* or *Ken* taxes and appoint him to perform the duties under the name of the *Gun* school-inspector.

Art. LXIX. Disciplinary penalties to be inflicted on the *Gun* school-inspectors shall be carried out by the *Fu Chiji* or *Ken Chiji* in

accordance with the regulations for the disciplinary penalties of government civil officials.

Art. LXX. The *Shichō* or *Chōchō* or *Sonchō* shall take charge of the educational affairs of State, belonging to cities, towns and villages and also manage city, town or village elementary schools. He shall supervise directors of and head-teachers in elementary schools in the transaction of the business entrusted to them.

Art. LXXI. In case of the disciplinary penalties to be inflicted on the *Shichō*, *Chōchō* or *Sonchō* owing to the mismanagement on his part of the educational affairs of State, Art. 124 in the law for the organization of cities, and also Art. 128 in the law for the organization of towns and villages shall apply.

Art. LXXII. For educational purposes, a school committee shall be instituted in each city in conformity with Art. 61 of the law for the organization of cities, no decision of the City Assembly being required.

The said committee shall include the male teachers in a city elementary school, whose number must not be less than one-fourth of the whole committee. Those selected as committeemen from among the teachers shall be appointed and dismissed by the *Shichō*.

Art. LXXIII. A city school committee shall assist the *Shichō* in the discharge of his duties in connection with the educational affairs of State belonging to the city.

Art. LXXIV. The *Fu Chiji* or *Ken Chiji* may cause the *Kuchō* or his deputy in a city to serve as a functionary of the *Shichō* and assist him under his directions and instructions in the administration of the educational affairs of State relating to the district.

Art. LXXV. For educational purposes, each city may institute a district school committee therein in accordance with the provisions laid down in the city bye-laws.

The said committee shall include the male teachers in a city elementary school.

Art. LXXVI. The *Fu Chiji* or *Ken Chiji* may cause the aforesaid school committee to assist the *Shichō* or *Kuchō* or his deputy in the discharge of his duties in connection with educational affairs of State relating to such district.

Art. LXXVII. In case of disciplinary penalties to be inflicted on the *Kuchō* or his deputy in a city, or on the school c[illegible]er

Arts. 72 and 75, owing to their mismanagement of the educational affairs of State, either of the following paragraphs shall apply:—

(1) The disciplinary penalties shall be executed by the *Shichō* in pursuance of Art. 64, par. 5 of the law for the organization of cities, in which case the provisions of Art. 124, par. 2, head. 1 of the same law shall apply.

(2) The provisions of Art. 124, par. 1 and par. 2, heads. 2, 3 and 4 of the law for the organization of cities shall apply.

Art. LXXVIII. The relations of the *Shichō* or *Kuchō* or his deputy as well as of the school committees to the transaction of affairs mentioned in Arts. 73 and 76, together with other necessary rules relating to the same, may be determined by the *Fu Chiji* or *Ken Chiji*.

Art. LXXIX. For educational purposes, a school committee shall be instituted in each town or village in conformity with Art. 65 of the law for the organization of towns and villages, no decision of the Town or Village Assembly being required.

The said committee shall include the male teachers in a town or village elementary school, whose number must not be less than one-fourth of the whole committee.

Those who are selected as committeemen from among the teachers shall be appointed and dismissed by the *Chōchō* or *Sonchō*.

Art. LXXX. A town or village school committee shall assist the *Chōchō* or *Sonchō* in the discharge of his duties in connection with the educational affairs of State relating to such town or village.

Art. LXXXI. The *Fu Chiji* or *Ken Chiji* may cause the *Kuchō* or his deputy in a town or village to serve as a functionary of the *Chōchō* or *Sonchō* and assist him under his directions and instructions in the administration of the educational affairs of State relating to the district.

Art. LXXXII. For educational purposes, each town or village may institute a district school committee therein in accordance with the provisions laid down in the town and village bye-laws.

The said committee shall include the male teachers in a town or village elementary school.

Art. LXXXIII. The *Fu Chiji* or *Ken Chiji* may cause the aforesaid school committee to assist the *Chōchō* or *Sonchō* or *Kuchō* and his deputy in the execution of the educational affairs of State relating to the district.

Art. LXXXIV. In cases where disciplinary penalties are inflicted on *Kuchō* and his deputy in a town or village or on the school committee under Arts. 79 and 82 owing to his mismanagement of the educational affairs of State, either of the following paragraphs shall apply.

(1) The disciplinary penalties shall be executed by the *Chōchō* or *Sonchō* in pursuance of Art. 68, par. 5 of the law for the organization of towns and villages, in which case the provisions of Art. 128 par. 2 head. 1 of the same law shall apply.

(2) The provisions of Art. 128, par. 1, and par. 2 heads. 2, 3, and 4 of the law for the organization of towns and villages, shall apply.

Art. LXXXV. The relations of the *Chōchō* or *Sonchō* or *Kuchō* and his deputy or of the school committee to the transaction of affairs under Arts. 80 and 83, together with other necessary rules relating to the same may be determined by the *Fu Chiji* or *Ken Chiji*.

Art. LXXXVI. For educational purposes, a school committee shall be instituted in a town and village school union in conformity with the provisions of the bye-laws.

For educational purposes, a town and village school union may institute a district school committee therein, in conformity with the provisions of the bye-laws.

The said committee shall include the male teachers in a town or village elementary school.

Art. LXXXVII. The school committee in the town and village school unions shall assist the chiefs of the unions in the administration of the educational affairs of State relating to such unions.

The *Fu Chiji* or *Ken Chiji* may cause the school committee in the districts within town and village school unions to assist the chiefs of such unions in the administration of the educational affairs of State relating to such districts.

Art. LXXXVIII. In cases where disciplinary penalties are inflicted on a school committee under Art. 86, owing to their mismanagement of the educational affairs of State, either of the following paragraphs shall apply:—

(1) The disciplinary penalties shall be executed by the chiefs of town and village school unions in pursuance of Ar

of the law for the organization of towns and villages, in which case the provisions of Art. 128 par. 2, head. 1 of the same law shall apply.

(2) The provisions of Art. 128, par. 1, and par, 2, heads. 2, 3, and 4 of the law for the organization of towns and villages shall apply.

Art. LXXXIX. The relations of the chiefs of town and village school unions as well as of the school committee to the transaction of affairs under Art. 87, together with other necessary rules relating to the same, may be determined by the *Fu Chiji* or *Ken Chiji.*

Art. XC. Towns and villages, or town and village school unions may, under special circumstances, not institute the school committee subject to the approval of the *Fu Chiji* or *Ken Chiji.*

Art. XCI. The Minister of State for Education may cause the *Fu Chiji* or *Ken Chiji* to close such private elementary schools as shall have infringed laws and ordinances.

Art. XCII. The term 'educational affairs' made use of in this Ordinance means exclusively the business in connection with elementary school education.

CHAPTER. VIII.

Supplementary Provisions.

Art. XCIII. This Ordinance shall come into force in the *Fu* and *Ken* where the laws for the organization of cities, towns and villages are practically carried out. The date on which this Ordinance comes into force, shall be determined by the Minister of State for Education on the representation of the *Fu Chiji* or *Ken Chiji.*

Art. XCIV. The provisions of this Ordinance, excepting those relating to the obligations of establishing and maintaining ordinary elementary schools and of sending children to school, may be applied to kindergartens, libraries, and schools for the blind and dumb, together with miscellaneous schools, etc., similar in character to elementary schools.

Art. XCV. Licences for teachers in elementary schools granted prior to the promulgation of this Ordinance shall be valid. But in this case the distinction between regular teachers and provisional or assistant teachers shall be fixed by the Minister of State for Education.

Art. XCVI. The Imperial Ordinance No. 14 relating to Elementary Schools issued in April of the 19th year of Meiji, together with other regulations in conflict with this Ordinance, shall be repealed in the *Fu* and *Ken* where this Ordinance is practically carried out from the date on which this comes into force.

(REFERENCE.)

STANDARD OUTLINES OF THE REGULATIONS

CONCERNING THE

ELEMENTARY SCHOOL COURSE.

Art. I. In Elementary Schools, the education of children shall be conducted in accordance with the object defined in Art. I of the Imperial Ordinance relating to Elementary Schools.

The culture of the moral sensibilities should be chiefly attended to in the education of children. Hence in teaching any subject of study, special attention should be paid to those topics which are connected with moral education and with education specially adapted to make of the children good members of the community.

The knowledge and skill imparted to children should be sound and practical. Therefore such topics as refer to the necessities of daily life and conduct shall be selected and taught, so as to enable the children intelligently and practically to apply what they have learned.

The instruction in the different subjects of study shall be so conducted that they may be beneficially influenced by one another, the true object and the best methods of instruction being steadily kept in view at the same time.

Art. II. Instruction in morals shall be given in accordance with the tenor of the Imperial Speech relating to Education; and the cultivation of the conscience of children, the fostering of their moral sensibilities, and the enforcement of the practical performance of human duties shall be considered the special object of this instruction.

In Ordinary Elementary Schools, such virtues as filial piety, brotherly love, kindness, faithfulness, politeness, courage, respectfulness, frugality, etc., shall be practically encouraged, and the spirit of loyalty and patriotism shall be specially awakened. The duties towards the state shall also be briefly pointed out, as well as the social sanctions and the sense of honour which must be regarded as of high importance, so that the children are induced to refine their manners and improve their character.

In Higher Elementary Schools, the above topics shall be enlarged, pains being taken at the same time to secure firm and lasting results.

In the case of girls, such excellent virtues as fidelity and gentleness shall be specially attended to by the teachers.

Instruction in morals shall be given by means of simple proverbs, good maxims, facts, etc. The teachers, being themselves examples to the children, shall endeavour to imbue them with moral principles and to influence them by their own conduct.

Art. III. *Reading and Composition.*—The object of instruction in reading and composition is to make the children comprehend the use of common words, and the mode of reading and composing in such characters, phrases, and paragraphs as are necessary to daily use, together with their meaning, and to train them to express their thoughts in suitable words and phrases; the intellectual and moral development of children being also attended to at the same time.

In Ordinary Elementary Schools, plain conversations shall be held on easy and suitable topics. The children shall then be required to study the new words thus learned, so as to be acquainted with the modes of reading, writing, and composing short words in *Kana* (the characters of the Japanese syllabary adopted from the Chinese). Then short sentences composed of *Kana* or *Kana* mixed with easy Chinese characters shall be given. After some progress made by the children, the hours of instruction for reading and composition shall be separated. In reading sentences composed of *Kana* or *Kana* mixed with easy Chinese characters shall be given, while in composition the children shall be taught to compose short sentences in *Kana* or *Kana* mixed with Chinese characters, together with the ordinary writing of every day life.

In Higher Elementary Schools, common sentences composed of

Chinese characters and *Kana* shall be given as subjects of reading, while in composition the children shall be taught to compose common sentences with Chinese characters and *Kana*, together with the style of writing in daily use.

In reading and composition, simple words, phrases, or paragraphs shall be dictated or turned into other styles of composition, so as to make the children well acquainted with the use of *Kana*, words, and phrases.

The sentences contained in reading books must be of an easy style, and must furnish a good standard of the Japanese literature. Reading books shall be selected with a special view to their style, containing such narratives and descriptions as can be easily understood by the children, and interest and refine their minds at the same time. The topics contained in such reading books shall be morals, geography, history, sciences, and such other topics as are related to the daily life and may add much interest to the instruction given in this connection.

In composition, the children are required to write out sentences, in an easy but accurate style, on topics such as are given in connection with other subjects of study or on objects such as are daily observed by them, as well as on matters necessary to the business of life.

Word exercises shall always be attended to, even while giving instruction in other subjects of study.

Art. IV. *Writing*.—The object of instruction in writing is to teach the children the mode of writing ordinary characters, and to make them acquainted with the management of the pen.

In Ordinary Elementary Schools, characters in daily use, such as the *Katakana* (the characters of the Japanese syllabary adopted from the radicals of the Chinese), *Hirakana* (easy characters of the Japanese syllabary adopted from the same source), simple phrases partly written in Chinese characters, as also those common characters that represent the ordinary names of persons, surnames, names of objects, geographical names, etc., shall be given, together with other writing in daily use.

In Higher Elementary Schools, the above topics shall be enlarged, with some additional characters adapted to daily use. Lessons in the ordinary writing commonly used shall also be given.

In Ordinary Elementary Schools, the style of the Chinese

characters shall be either *Gyōsho* (easy hand) or *Kaisho* (formal hand); and in Higher Elementary Schools, the three styles of *Kaisho*, *Gyōsho*, and *Sōsho* (running hand) shall be taught.

In writing exercises, special attention shall be paid to the posture of children, and the holding and management of pens shall also be properly taught. In writing, the lines should be regular and the management of pens as rapid as is consistent with accuracy.

In cases where writing is required in connection with other subjects of study, it is necessary that the forms of characters and the lines should be correct and regular.

Art. V. *Arithmetic.*—The object of instruction in arithmetic is to give the children readiness in daily calculation and accuracy in thinking and also such knowledge as is useful to the business of life.

In Ordinary Elementary Schools, instruction in arithmetic shall commence with counting, and go on to addition, subtraction, multiplication, and division of numbers not exceeding tens. After some progress made in this direction, the four rules and common decimal fractions shall be taught with numbers not exceeding ten thousands. The calculation of weights, measures, coins, and time shall be gradually taught from the beginning and be practically applied to ordinary problems, so that the children become well accustomed to such calculations.

In Ordinary Elementary Schools, either written or abacus arithmetic or both may be introduced according to local conditions.

In Higher Elementary Schools, the children shall be trained in the calculation of weights, measures, coins, and time, by means of written arithmetic, and after some progress, easy problems in proportion and in common and decimal fractions shall be given. According to the length of the courses of study, more complex problems in proportion and percentage adapted to daily use shall be given. According to local conditions, the extraction of the roots, simple processes of mensuration, or the elements of book-keeping may be taught, or the four rules may be given by means of abacus arithmetic. To those children that have been taught only abacus arithmetic in [illegible] Elementary Schools, the four rules shall first be given in [illegible]metic.

In teaching arithmetic, the children should be made to comprehend the exact import of the various problems, and to show such progress in arithmetical operations as to admit of their free application. In explaining the methods of arithmetical operations and the reasons for the same they should be made to use correct expressions. They are also specially required to be proficient in mental arithmetic.

The arithmetical problems should be taken from those topics which are given in teaching other subjects of study, or sometimes such topics should be selected as are specially adapted to local conditions.

Art. VI. *Geography.*—The object of instruction in geography is to give the general outlines of Japanese and foreign geography, so as to make the children well acquainted with the most important topics connected with the life of the various nations, the spirit of patriotism being carefully fostered at the same time.

In cases where Japanese geography is introduced into Ordinary Elementary Schools, instruction shall commence with a description of the physical features of the districts in which the children live and with which they are familiar by their own observations. Then instruction in the outlines of Japanese geography, including the climate, cities of note, occupations of the people, etc., shall be given. The form of the earth, the division of land and water, and other important topics easily comprehended by the children shall be finally given.

In Higher Elementary Schools, more minute descriptions of Japanese Geography shall be given. Then the motions of the earth and the causes which produce the phenomena of day and night and of the seasons shall be explained. In teaching foreign geography, the oceans, the continents, the five zones, and the physical features of each continent, its climate, productions, races and also the geographical features of China, Corea, and other countries having important relations with this country, shall be given. According to the length of the course of study, the Japanese Geography already taught should then be reviewed, and a more minute description shall be given of the more important subjects relating to the life of the people with reference to political economy.

Instruction in geography should be based on object lessons, and globes, maps, photographs, etc., should be shown to them, so as to enable them to form accurate conceptions, either by comparison with

or by inference from, those topics with which they have already become acquainted. It is also necessary that the natural connection existing between geography and history be maintained.

Art. VII. *History.*—The object of instruction in Japanese history is to give the children the outlines of Japanese nationality, and to foster in them such feelings as are becoming the subjects of this Empire.

In cases where Japanese history is introduced into Ordinary Elementary Schools, instruction shall commence with some historical conversations relating to the native districts of the children, and then it should proceed to the general outlines of the first establishment and organisation of this Empire, the perpetuity of the Imperial line, and the illustrious deeds achieved by the successive Emperors. Besides these topics, historical facts connected with distinguished persons, the bravery of the nation, the progress of literature, etc., shall be briefly explained, so as to make the pupils acquainted with the general outlines of our history from the first establishment of this Empire to the present time.

In Higher Elementary Schools, a more minute historical account of this Empire from its beginning to the present time shall be given.

In teaching history, pictures, etc., should, if possible, be shown to the children, so that they can easily form a vivid conception of the past. As to the sayings and the conduct of distinguished persons of ancient times, they should be criticised in comparison with what has been taught in connection with the subject of morals.

Art. VIII. *Natural Science.*—The object of instruction in natural science is to train the children to the habit of accurate observation of natural objects and phenomena, to show the general principles governing their relations to one another and to man, and also to awaken in the minds of the children a love for natural objects.

Instruction in natural science shall commence with those facts relating to plants, animals, minerals, and other natural phenomena, which fall under the observation of children in the district in which the school is situated. In regard to the more important plants and animals, the children shall be specially required to observe their various forms and structures, and the condition of their life and development, so as to form a general idea of their real nature. According to the length of the course of study, they should be made to comprehend such topics as the relations of plants and animals among themselves

and to man, the physical and chemical phenomena of common occurrence, and the construction and operation of such apparatus as come under their daily observation, the elements of human physiology and hygiene being taught at the same time.

In teaching natural science, those topics which relate to agriculture and industry should as far as possible be given, besides such as are specially adapted to the requirements of daily life. In connection with the subjects relating to plants and animals, brief explanations should also be given in regard to those artificial objects which are made of vegetable or animal substances, together with their construction, use, etc.

Instruction in natural science should be based on actual observations; or specimens, models, pictures, etc., should be provided; or practical experiments should be performed by simple apparatus, so that the general principles may be clearly comprehended by the children.

Art. IX. *Drawing.*—The object of instruction in drawing is to train the eye and hand, and to foster the faculty of children of properly drawing common objects, and at the same time to enable them to improve their power of designing and to discern the beauty of forms.

In cases where drawing is added to the course of study in Ordinary Elementary Schools, instruction shall commence in straight and curved lines and simple curvilinear figures, and the children should occasionally be required to represent in straight and curved lines the various forms conceived by themselves, thence proceeding to simple objects.

In Higher Elementary Schools, almost the same instruction shall at first be given. After some progress, the drawing of various forms from real objects or copies shall follow. Sometimes the children should be required to draw their own designs, simple instrumental drawing being introduced at the same time.

In teaching drawing, the objects given for instruction in other subjects of study and some of those which daily fall under the observation of the children should be taken as models, the habits of cleanliness and accuracy being carefully attended to at the same time.

Art. X. *Singing.*—The object of instruction in singing is to train the ear and larynx, so as to enable the children to sing easy musical pieces, and at the same time to foster the moral sensibilities of the children and to enable them to discern the beauty of music.

In cases where singing is added to the course of study in Ordinary Elementary Schools, instruction shall commence with easy single voice singing without staff.

In Higher Elementary Schools, the same instruction shall at first be given as in the Ordinary Elementary Schools, and then single voice singing with stuff shall be introduced.

Musical pieces and notes should as far as possible be selected from among those composed by eminent musicians of this country in both ancient and modern times, and the pieces should be so elegant and correct as to please and refine the minds of children.

Art. XI. The object of instruction in gymnastics is to secure the regular and healthy development of the body, to give vigour and cheerfulness to the mind, and at the same time to foster the habit of punctuality.

In Ordinary Elementany Schools, suitable sports shall be substituted for regular gymnastics at first, and then common gymnastics shall gradually be introduced. Boys shall be taught in some military gymnastics, if possible.

In Higher Elementary Schools, boys shall be chiefly instructed in military gymnastics, and girls in common gymnastics or calisthenics.

According to local conditions, proper out-door exercises should be encouraged either in or out of school hours. Instruction in swimming may also be given during summer.

The posture and bearing acquired by gymnastic exercises should always be maintained by the children.

Art. XII. *Cutting and Sewing.*—The object of instruction in sewing and cutting is to train the eye and hand, so as to make the children proficient in the cuting and sewing of garments for ordinary wear.

In cases where cutting and sewing are added to the course of Ordidary Elementary Schools, instruction shall commence with the management of the needle, and gradually proceed to the sewing of simple garments, and also to the mending of common garments, as the case may be.

In Higher Elementary Schools, almost the same instruction shall at first be given as in the Ordinary Elementary Schools, and then the cutting and sewing of common garments shall gradually be introduced.

The articles provided for this lesson should be such as are required in actual practice. During the instruction, some hints shall also be given as to the instruments used, the preservation and washing of dresses, etc., attention being always paid to the desirability of frugality.

Art. XIII. *Manual Work.*—The object of instruction in manual work is to train the eye and hand, to give skill in making simple articles, and to form the habit of diligence.

In cases where manual work is added to the course of Ordinary Elementary Schools, simple work with paper, thread, clay, straw, etc., shall be given.

In cases where manual work is added to the course of Higher Elementary Schools, simple work with paper, clay, wood, bamboo, wires, plates of tinned iron, lead, etc., shall be given.

Articles to be manufactured should be such as are useful for practical purposes. During the lesson, some hints shall be given as to the nature of the material, tools, etc., attention being always paid to the formation of economic habits.

Art. XIV. *Geometry.*—In cases where the elements of geometry are added to the course of Higher Elementary Schools, the subjects to be first given shall be the properties and kinds of lines, angles, surfaces, and solids, and then various problems concerning the equality and similarity of triangles, the relation of the sides of a right-angled triangle shall follow.

In teaching geometry, the children shall be required to observe any piece of furniture, edifice, or the shape of a given area, to draw plans from models or diagrams provided for this purpose, and then to measure and compare the dimensions or angles, so as to find their properties and relations, all to be proved and verified by actual tests and examinations.

The children are also required to represent various geometrical figures with the different lines and forms already given, and then to ascertain their various properties, thus fostering their ability of turning such problems to practical purposes.

Art. XV. *Foreign Languages.*—A foreign language may be added to the course of Higher Elementary Schools only where the majority of the children requires the knowled

language for their future occupations. In these cases, reading, paraphrasing, writing, dictation, conversation, grammar, and composition shall be taught, so as to enable the children easily to converse and correspond in a foreign language.

In teaching a foreign language, the pronunciation and grammar should always be attended to and correct Japanese should be used for explaining the meaning of what is being studied.

Art. XVI. In cases where agriculture has been added to the course of Higher Elementary Schools, the topics to be taken shall be those which relate to such subjects as soils, water privilege, manures, agricultural implements, farming, planting and cultivation, sericulture, cattle-feeding, etc.; and of these those which are most closely related to the local conditions and most easily comprehended by children are to be given in connection with the instruction in geography and natural science. Practical lessons shall also be provided, if possible, so as to cultivate the taste for agriculture and to foster habits of frugality, diligence, and saving.

Art. XVII. In cases where commerce has been added to the course of Higher Elementary Schools, the topics to be taken shall be those which have an important bearing on such subjects as shops, companies, buying and selling, circulation of currency, transportation, insurance, etc., and of these those which can be easily comprehended by the children shall be taught in accordance with the commercial usages and regulations. A simple system of commercial book-keeping shall also be taught.

Art. XVIII. The *Fu Chiji* or *Ken Chiji* shall prescribe the subjects of study and the standard of instruction, according to the classification of pupils and the length of the courses of study, subject to the limiations laid down in Arts. I to XVII.

Art. XIX. In cases where an Ordinary Elementary School course and a Higher Elementary School course are established conjointly in one and the same school, modifications may be made in the subjects of study and in the standard of instruction in both courses, in order to keep up a proper connection between them.

Art. XX. Directors of, or principal teachers in, elementary [illegible] make detailed rules of instruction to be followed with [illegible] particular subject.

Art. XXI. Examinations of children in elementary schools shall be so conducted that the results of such examinations may serve as references in giving ordinary instruction, or furnish evidence that certain of the children have completed their course of study.

Art. XXII. Directors of, or principal teachers in, elementary schools shall consider the results of study attained by the children at the end of the course of study and confer certificates of graduation on those who are deemed to have completed the course of study prescribed in the Regulations as to the Elementary School Course.

Art. XXIII. The object of the supplementary course is to give the children further training in the subjects which they have already studied in ordinary or higher elementary schools, or to give additional subjects, especially with practical instruction, such as will aid them successfully to discharge their duties in life.

The standard of the supplementary course shall be fixed in accordance with either that of an Ordinary Elementary School or that of a Higher Elementary School, and such subjects of study as are of great practical importance shall be added to this course.

The subjects of study to be taught in the supplementary course should have immediate reference to the present or future occupations of the children, and therefore instruction shall be given in any subject, such as agriculture, industry, and commerce, whichever is most suited to the occupations of the people of the district in which the school is situated.

Art. XXIV. The hours of instruction in this supplementary course shall be so arranged as to fall in the evening, or on holidays, or outside the time for ordinary school hours, for the benefit of those engaged in actual occupations.

(Reference.)

REGULATIONS RELATING TO THE ORGANIZATION, ETC., OF SCHOOL CLASSES.

ART. I.

In an elementary school, classes shall be organized and teachers distributed according to the provisions of the present regulatio-

Those institutions in which the pupils are organized into one class are single-classed schools, and those institutions in which the pupils are organized into two or more classes are many-classed schools.

In case where the pupils in an elementary school are organized into two or more classes, the classes shall be divided after due consideration of their age and attainments.

ART. II.

In city, town, and village ordinary elementary schools, the classes shall be organized as follows :—

1. In case the number of pupils is below 70, they shall be organized into one class.
2. In case the number of pupils is over 70 and below 140, they shall be divided into two classes; but in the case of their number exceeding 70 but falling below 100, they may be organized into one class.
3. In case the number of pupils is 140 or more, classes shall be organized in such a proportion that one class should contain an average number of from 50 to 70 pupils.
4. In case the number of female pupils of the same school year is sufficiently large to organize a class, the male and female pupils of that school year shall be formed into different classes; but this provision shall not apply to the pupils of the first and second school year.

In the case of the text in heading 2 and of heading 3 under this article the number of pupils in one class shall not exceed 100.

ART. III.

In city, town, and village higher elementary schools, the classes shall be organized as follows :—

1. In case the number of pupils is below 60, they shall be organized into one class.
2. In case the number of pupils is over 60 and below 120, they shall be organized into two classes; but in the case of their number exceeding 60 but falling below 80, they may be organized into one class.

3. In case the number of pupils is 120 or more, classes shall be organized in such a proportion that one class should contain an average number of 40 to 60 pupils.
4. In case the number of female pupils is sufficiently large to form a class, the male and female pupils shall be organized into different classes.

In the case of the text in heading 2 and of heading 3 under this Article, the number of pupils in one class shall not exceed 80.

ART. IV.

In city, town, and village ordinary elementary schools, the teachers shall be distributed as follows :—

1. In case the number of pupils in a single-classed school is below 70, one regular teacher for the main course shall be provided, and in case their number should exceed 70, one regular teacher and one assistant-teacher for the main course shall be provided.
2. For classes of less than 70 pupils in a many-classed school, one regular teacher for the main course shall be provided, and for classes of over 70 pupils, one regular teacher and one assistant-teacher for the main course shall be provided.
3. In the above cases (headings 1 and 2), a teacher or teachers for the special course may, if required, be provided in addition to the teacher for the main course.

ART. V.

In city, town, and village higher elementary schools, the teachers shall be distributed as follows :—

1. In case the number of pupils in a single-classed school is below 60, one regular teacher for the main course shall be provided, and in case their number should exceed 60, one regular teacher and one assistant-teacher for the main course shall be provided.
2. For classes of less than 60 pupils in a many-classed school, one regular teacher for the main course shall be provided; and for classes of over 60 pupils, one regular teacher and one assistant-teacher for the main course shall be

3. In the above cases (headings 1 and 2), a teacher or teachers for the special course may, if required, be provided in addition to the teacher for the main course.

ART. VI.

In private elementary schools, the classes shall be organized according to convenience, but the number of pupils in one class shall not exceed 100 in the ordinary elementary, nor 80 in the higher elementary, schools.

The provisions of Art. II., heading 4; and Art. III., heading 4 shall also apply to private elementary schools.

ART. VII.

In every private elementary school, one regular teacher for the main course, shall be provided for one class, but in case the number of pupils in one class should exceed 70 in the ordinary elementary. or 60 in the higher elementary, schools, one assistant-teacher for the main course shall be provided in addition to the regular teacher.

The provisions of Art. IV., heading 3; and Art. V., heading 3 shall also apply to private elementary schools.

ART. VIII.

In many-classed schools the regular teacher for the main course may at the same time teach the pupils in two or more classes amalgamated, or a part of them, in certain subjects of study.

In single-classed or many-classed schools, one regular teacher for the special course may, in certain subjects of study, teach the pupils in one or more classes, or a part of them.

ART. IX.

In ordinary elementary schools the pupils may be classified into two divisions, and the instruction in one division may be given after that in the other is over, in the following cases:—

1. When one regular teacher and one assistant-teacher for the main course cannot be provided on account of the number of pupils exceeding 70 but falling below 100.

2. When the two regular teachers for the main course cannot be provided on account of the number of pupils exceeding 100 but falling below 140.
3. In cases where class rooms cannot be secured of such size as to admit all the pupils at the same time.

In all cases such as the above, the number of hours of instruction *per* day shall be three hours, but it may be changed to four hours for the older class and two hours for the younger class.

ART. X.

In cases where the provisions of Art. II. or Art. V. cannot be enforced in a city, town, or village elementary school, owing to insufficient accommodation or other special circumstances, or in cases coming under the provisions of the foregoing Article, such city, town, or village shall obtain the approval of the *Fu Chiji* or *Ken Chiji* for the non-enforcement of these provisions.

Where cases such as the above, occur under special circumstances in private elementary schools, their founders shall in like manner obtain the approval of the *Fu Chiji* or *Ken Chiji*.

ART. XI.

In case where three or more classes have been established in an elementary school, a director shall be appointed.

(REFERENCE.)

NUMBER OF HOURS OF INSTRUCTION PER WEEK IN ELEMENTARY SCHOOLS.

Art. I. The number of hours of instruction in ordinary elementary schools shall be not less than eighteen nor more than thirty hours per week, but this provision shall not apply to the case of Art. IX. of Ordinance No. 121, of the Department of Education relating to the Organization of Classes, issued in November of the present year.

Art. II. The number of hours of instruction in higher elementary schools shall be not less than twenty-four nor more than thirty-six hours per week.

Art. III. The number of hours of instruction in any supplementary course in elementary schools shall be not less than four nor more than eighteen hours per week.

Art. IV. The number of hours of instruction per week in each subject of study in elementary schools shall be prescribed by the *Fu Chiji* or *Ken Chiji* within the limits prescribed under Arts. I. and II., subject to the approval of the Minister of State for Education.

NORMAL SCHOOLS.

The first normal school was established in Tōkyō in 1872. The plan adopted was that the pupils should be divided into two classes, senior and junior, and that instruction should be given to the senior pupils in elementary branches of study as taught in foreign countries, so that they might well understand the methods of teaching. The senior pupils, after assimilating the methods thus acquired with the methods of teaching practised in our elementary schools, were in turn to take the junior pupils, and to give them instruction in the same manner, so that the object was, while thus engaged in the work of reciprocal instruction, to investigate the methods of teaching on the one hand, and to form a course of study for elementary schools on the other. Shortly after this, the course of study for the lower and higher elementary schools was established, and a training elementary school was for the first time instituted for the practice of pupils. At this time, the daily work of the pupils consisted in elementary school teaching which was called the main course, while such branches of study as arithmetic, physics, gymnastics, etc., were taught only in outline, and passed by the name of the subsidiary course of study.

In 1873, the normal school course was for the first time established, it being divided into two grades, higher and lower, the whole course extending over two years. Although the course of study had now taken its proper form, still the subjects of study then prescribed were but subsidiary and not obligatory. However soon after this, ten

pupils of the higher grade completed their term of study. At this time, when training was urgently required, two additional normal schools were established at Osaka and Miyagi, and a few of the above graduates were sent to these schools as principal teachers, while others were sent to the more important *Fu* and *Ken* to train other teachers. Elementary school education being still in its infancy, almost all the graduates of the government normal schools busied themselves in training teachers, and for some years more scarcely any graduates were engaged directly in elementary school teaching. In 1874, four additional normal schools were established at Aichi, Hiroshima, Nagasaki, and Niigata. A female normal school was also established in Tōkyō, so that now there were eight government normal schools all serving as models for each locality to establish similar institutions. As to the qualifications of the pupils who had first been admitted into the Tōkyō Normal School, it is to be observed that Chinese literature of a high standard was deemed the most important subject but that subsequently less weight was given to Chinese and more to common branches of study which were introduced as the subjects of the entrance examination, while in regard to the candidates admitted to the female normal school, a much lower standard was allowed. As to the age of admission, it was generally twenty years and upwards in the case of males and fourteen or fifteen years and upwards in the case of females, though alterations were made from time to time. These pupils were also granted pecuniary aid sufficient to defray their expenses of study.

In the same year, an alteration was made in the course of study of the Tōkyō Normal School, and the subsidiary course was superseded by an obligatory course including such subjects of study as are indispensable to those destined for elementary school work. Thus the plan of the normal course was nearly completed, and all subsequent changes were but modifications or amendments of it. At the same time, each of the other government normal schools established its own course of study, which, however, being closely similar to that of the Tōkyō Normal School, calls for no special remarks in this place. Moreover these schools continued to exist but for a brief period.

In 1875, a normal course for middle school teachers was established in the Tōkyō Normal School. The course extended over

two years. The age of admission was from eighteen to twenty-five years, and the candidates were required to have previous knowledge of general literature both Japanese and Chinese, the elements of the English language, and arithmetic. In 1877, the elementary normal course was extended to two years and a half, and the middle normal course to three years and a half, most of the subjects being taught in English. Thus pupils, in order to pass through both courses, were required to devote six years to their studies. However in 1879, the normal course was divided into the preparatory, higher preparatory, and main courses. The preparatory and higher preparatory courses were each made to extend over two years, and the main course over one year. Those entering the main course direct from the preparatory course were to become elementary school teachers, and those entering the main course, after passing both the preparatory and higher preparatory courses, were to become middle school teachers.

With regard to the Tōkyō Female Normal School, the course of study was at first made to extend over five years. But as very few were qualified for admission, a special course was opened for private day-pupils, thus giving them the necessary preparation for the main course. In 1877, the course of study was reduced to three years and a half, and in 1880, kindergarten training was introduced as a subject of study.

At the time when the Code of Education was issued in 1872, the local authorities were aware of the urgent necessity for training elementary school teachers, and in some localities such establishments as teachers' institutes were specially founded for the purpose of discussing and investigating the methods of teaching. Owing, however, to the apprehension that errors might be committed, educational officers or teachers were sent to the government normal school in Tōkyō to inspect the methods of teaching there in use together with other important subjects, and on their return to the country their observations were communicated to the elementary school teachers of their respective districts in lectures, so as to meet the necessities of the time. As time went on, and as graduates were turned out by each of the government normal schools, similar institutions were gradually founded by the *Fu* and *Ken*, so that by 1875, these establishments had become quite numerous, and the work of training teachers was placed

on a somewhat firm basis. But at this time the supply of teachers being quite inadequate to the demand, the arrangements and methods were still incomplete, much being sacrificed to the meeting of present exigencies. For instance, in some of the normal schools, the length of the course of study was much shortened, while in others, a short training course was established in addition to the regular courses. In some *Fu* and *Ken*, the elementary schools teachers were gathered together at some convenient spots, where instruction was given them in the methods of teaching, while sometimes a few other important branches of study were taught in addition, after which the teachers were immediately dismissed to return to the duties. In other places teachers' institutes were established besides the normal schools, and instruction was given by the normal school teachers or by those normal school pupils who possessed a tolerable mastery over certain subjects of study, these normal school pupils being re-admitted to their former schools as soon as the number of teachers had sufficiently increased. With regard to the length of the course of study, it will be found that it varied from several weeks to six months, but in few schools did the courses of study as yet extend over one or two years. It is to be remarked, however, that these normal courses were gradually extended, and that constant attention was given to the completion of the system. During the years 1878–79, the course of study in some of the normal schools was extended to two years and a half or even to three years, the subjects of study prescribed being almost similar to those of the governmet normal schools. In some localities, middle normal courses were established after the model of the Tōkyō Normal School.

As great improvements had thus been made in the various *Fu* and *Ken* in the method of training teachers, the Department of Education thought it advisable to intrust that work to the various provincial authorities. Consequently in 1877, the government normal schools at Aichi, Hiroshima, and Niigata, and in the next year those at Osaka, Nagasaki, and Miyagi were abolished, while the Tōkyō Normal School and the Tōkyō Female Normal School, which were designed to serve as models for the provincial authorities to follow in the establishment of similar institutions were retained as heretofore. Grants were also made towards the local normal schools to the

amount of *yen* 50,000 in 1877, and of *yen* 70,000 in each of the three succeeding years.

According to the revised Code of Education issued in 1880, the normal schools established by the *Fu* and *Ken* were designed as schools for training elementary school teachers. In 1881, the Department of Education issued a standard outline of the course of study for normal schools. By this, the normal school course was divided into three grades; lower, intermediate, and higher. The course of study was made to extend over one year in the lower, two years and a half in the intermediate, and four years in the higher grade. The subjects of study were also prescribed.

In 1883, general regulations for normal schools were issued. The normal schools established by the *Fu* and *Ken* were defined by these regulations as schools in which such instruction should be given as would fit pupils to become teachers in the elementary schools within the limits of their respective *Fu* and *Ken*,—the fundamental principles of human society, such as loyalty, filial piety, etc., being made the basis of instruction. The pupils' expenses, which had hitherto been left to the convenience of each *Fu* and *Ken*, were, according to these new regulations, to be generally paid out of the school allowance, with a provision to the effect that the said expenses might be granted as loans, or that some of the pupils might be admitted at their own expense, according to the discretion of the *Fu Chiji* or *Ken Rei*.

At this time the Tōkyō Normal School introduced great improvements in the methods of teaching, with the result that many persons came to the school to inspect these methods in order to be able to introduce them into their own districts. Fortunately, there were vacancies for one year in the main course, and therefore the Department of Education advised the *Fu* and *Ken* authorities to send to the Tōkyō Normal School such teachers of their respective normal and elementary schools as had practical experience in education, to investigate the normal school method for one year. In compliance with this advice, teachers were sent to the school, and instruction was given to them both in the theory and practice of education with reference to the science of education, school management, methods of teaching, mental philosophy, etc. In 1883, the course

of study for the elementary normal section was established in the Tōkyō Normal School in accordance with the standard outline of the course of study prescribed for normal schools, but the courses of study for the lower and intermediate grades were omitted, and instruction was given only in the higher grade course. A course of study for the middle normal section was also established in place of the higher preparatory course, with a course of four years. In the same year, the Tōkyō Female Normal School also established its course of study according to the standard outline of the course of study prescribed for normal schools, but the courses of study for the lower and intermediate grades were omitted, and instruction was given only in the higher grade course as in the case of the Tōkyō Normal School.

In 1885, the Tōkyō Female Normal School was incorporated with the Tōkyō Normal School. At the same time an order was issued to the *Fu* and *Ken* to the effect that normal schools specially established for females should be incorporated with those for males. But such regulations as the course of study were left distinct as before. It is to be remarked, in regard to the training of teachers in this country, that when normal school training was still in its infancy, attention was specially directed to the methods of teaching. Gradual improvements have since been made in this respect. More especially, after five or six students who had been sent abroad in the years 1875 to 1878 to investigate normal school matters in other countries returned and engaged in the work of education, normal school training made steady progress.

In 1886, was issued the Imperial Ordinance relating to Normal Schools. According to this ordinance, normal schools were divided into higher and ordinary normal schools. One higher normal school was to be established at Tōkyō under the direct control of the Minister of State for Education, and one ordinary normal school in each *Eu* and *Ken*. The higher normal school was designed as a training school for directors of, and instructors in, the ordinary normal schools, and the ordinary normal schools as training schools for directors of, and teachers in, the public elementary schools, and all the expenses of the pupils were to be defrayed out of the school allowance. The proper aim of normal school training as now defined was to develop in the pupils the characteristics of obedi-

ence, sympathy, and dignity. Rules have since been established subjecting the normal pupils to military drill so as to develop in them the three characteristics above mentioned. Subsequently the Department of Education has, according to the same Imperial ordinance, prescribed the subjects of study, and the standard to be attained, in ordinary normal schools. The subjects of study prescribed are as follows; viz., Ethics, the Science of Education, the Japanese Language, Chinese Literature, the English Language, Mathematics, Book-keeping, Geography, History, Natural History, Physics, Chemistry, Agriculture, Manual Work, Household Management, Writing, Drawing, Music, and Gymnastics. Agriculture, Manual Work, and Military Exercises were prescribed for male pupils, and Household Management for female pupils. The course of study was made to extend over four years. Subsequently in 1889, those subjects of study which had been prescribed exclusively for females were struck out of the above list, and a distinct course of study including fewer subjects and with a different standard prescribed for females, the length of the course being reduced to three years.

In 1886, the Department of Education issued regulations relating to the admission to the ordinary normal schools of pupils from the various *Fu* and *Ken* together with regulations relating to the performance of duties by the graduates of ordinary normal schools. In 1889, these regulations were revised. In regard to the first mentioned regulations, it was prescribed that pupils to be admitted to the ordinary normal schools should possess attainments at least equivalent to those who had completed the higher elementary school course, that they should be between 17 and 20 years of age in the case of males, and between 15 and 20 years of age in the case of females, and should have their legal residence within the *Fu* or *Ken* in question: furthermore that they should be divided into two classes, viz., those to be recommended by the *Gunchō* or *Kuchō*, and those who have directly applied for admission to normal schools. The number of pupils to be admitted was also prescribed, varying from 100 to 240, according to the number of the school population and of the elementary schools and the extent of the jurisdiction of each *Fu* and *Ken*. In the second regulations, it was prescribed that graduates of ordinary normal schools should be under obligation to

serve in schools for ten years in the case of males and five years in the case of females, and during the first-five years in the case of males and the first two years in the case of females, to serve in any schools which the *Fu Chiji* or *Ken Rei* might assign to them, while those recommended by the *Gunchō* or *Kuchō* should be under obligation during the first five years in the case of males and the first two years in the case of females to serve in any elementary schools which the *Gunchō* or *Kuchō* might assign to them.

The re-organization of local educational affairs by the new Imperial Ordinance relating to Elementary Schools issued in 1890 seemed to call for an equivalent amelioration in the state of the ordinary normal schools, which must be regarded as the fountain of education. Therefore in June, 1892, a revision was made in the subjects of study and the standard to be attained in ordinary normal schools. It was also prescribed that simpler normal courses, training courses for elementary school teachers and training courses for kindergarten conductors might be established in addition to the regular courses, according to local circumstances. Compared with the previous course of study there is no remarkable difference in respect of the subjects of study for male pupils, except in the subject of ethics, wherein precautions were taken to prevent the prevalent tendency towards over-theorizing, and to insist on the great importance of the actual conduct of pupils, and on instruction in the essential points of human social relations and of morals. The Foreign Language, Agriculture, Commerce, and Manual Work, which had been prescribed as obligatory subjects in the previous regulations, were made additional subjects, the number of which should be determined according to local circumstances. No change was made in the subjects of study for female pupils, excepting that Chinese Literature was added to the curriculum, the same precaution being taken for the subject of ethics as in the case of males. The following tables show the course of study for normal schools, framed by the Departmeut of Education as a reference for those engaged in local education.

TABLE SHOWING THE COURSE OF STUDY OF

Subjects.	No. of hours per week.	1st School Year.	No. of hours per week.	2nd School Year.
Morals	2	Principal Points of Human Relations and Morals.	2	Principal Points of Human Relations and Morals.
Education	2	History of Education.	2	Principles of Education.
	—	——	—	——
Japanese Language	4	Paraphrase, Grammar, Composition.	2	Paraphrase, Composition.
Chinese Literature	—	——	2	Paraphrase.
History	2	Japanese History.	2	Japanese History and Foreign History.
Geography	2	Introduction, Japanese Geography.	2	Foreign Geography.
Mathematics	4	Arithmetic, Geometry.	4	Arithmetic, Book-keeping, Geometry.
Physics and Chemistry.	2	Physics.	2	Physics, Chemistry.
Natural History	3	Botany and Zoology.	2	Botany and Zoology.
Writing	2	Square Chinese Characters.	2	Square and Current Chinese Characters.
Drawing	2	Free Hand Drawing, Instrumental Drawing.	2	Free Hand Drawing, Instrumental Drawing.
Music	1	Solo Singing.	1	Solo Singing.
Gymnastics	6	Common Gymnastics, Military Gymnastics.	6	Common Gymnastics, Military Gymnastics.

ORDINARY NORMAL SCHOOLS (FOR MALE PUPILS).

No. of hours per week.	3rd School Year.	No. of hours per week.	4th School Year.	Total Number of Hours for Instruction.	Total Number of Hours for Instruction, according to the Previous Regulations.
2	Principal Points of Human Relations and Morals, Methods of Teaching.	2	Principal Points of Human Relations and Morals, Methods of Teaching.	8	3.5
3	Principles of Education.	2	Principles of Education, Educational Laws, School Management.	24	26
—	———	15	Practice of Teaching.		
2	Outline of History of Literature, Composition, Methods of Teaching.	—	———	8	4
2	Paraphrase.	2	Paraphrase.	6	5
2	Foreign History, Methods of Teaching.	—	———	6	9
1	Physical Geography, Methods of Teaching.	—	———	5	
3	Algebra, Geometry, Methods of Teaching.	2	Algebra, Methods of Teaching.	13	11
3	Physics, Chemistry, Methods of Teaching.	2	Chemistry, Methods of Teaching.	9	7.6
2	Human Physiology, Mineralogy, Methods of Teaching.	—	———	7	7.5
1	Current and Grass-hand Chinese Characters, Japanese Syllabary, Methods of Teaching.	—	———	5	
2	Free Hand Drawing, Methods of Teaching.	1	Free Hand Drawing, Methods of Teaching.	7	
2	Solo Singing, Two Part Singing, Use of Musical Instruments, Methods of Teaching.	2	Solo Singing, Two Part Singing, Use of Musical Instruments, Methods of Teaching.	6	6
6	Common Gymnastics, Military Gymnastics, Methods of Teaching.	3	Common Gymnastics, Military Gymnastics, Methods of Teaching.	21	21

TABLE SHOWING THE COURSE OF STUDY OF

Subjects.	No. of hours per week.	1st School Year.	No. of hours per week.	2nd School Year.
Foreign Languages ...	2	Reading, Paraphrase, Grammar, Conversation, Writing.	3	Reading, Paraphrase, Grammar, Conversation, Writing.
Agriculture		Soils, Water Privileges, Manures, Agricultural Implements, Cultivation, Planting and Nutrition, etc.		Soils, Water Privileges, Manures, Agricultural Implements, Cultivation, Planting and Nutrition, etc.
Commerce		Outline of Political Economy.		Shops, Companies, Traffic, Circulation of Money, Transportation, Insurance, etc.
Manual Work.....		Wood or Bamboo Work.		Wood or Bamboo Work.
Total	34		34	

N. B.—In regard to such subjects as Foreign Languages, Agriculture, Commerce, and The number of weekly hours for the "Practice of Teaching" may be brought together weekly hours for instruction in all subjects, from the "Japanese Language" downwards, the "Practice of Teaching" may be introduced.

ORDINARY NORMAL SCHOOLS (FOR MALE PUPILS).

No. of hours per week.	3rd School Year.	No. of hours per week.	4th School Year.	Total Number of Hours for Instruction.	Total Number of Hours for Instruction, according to the Previous Regulations.
	Reading, Paraphrase, Rhetoric, Composition.		Reading, Paraphrase, Rhetoric, Composition, Methods of Teaching.		13.5
	Cultivation, Planting and Nutrition, Sericulture, Stock-rearing, etc.		Cultivation, Planting and Nutrition, Sericulture, Stock-rearing, etc., Elements of Rural Economy, Methods of Teaching.		4.5
3	Shops, Companies, Traffic, Circulation of Money, Transportation, Insurance, etc., Principal Merchandises, Commercial Composition, Book-keeping.	3	Shops, Companies, Traffic, Circulation of Money, Transportation, Insurance, etc., Principal Merchandises, Commercial Composition, Book-keeping, Methods of Teaching.	11	0
	Wood or Bamboo, or Common Metal Work.		Wood or Bamboo, or Common Metal Work. Paper or Clay Work, Methods of Teaching.		4.5
34		34			

Manual Work, only one subject shall be taught according to the choice of the pupils.
within either term, so as to ensure thirty hours' practice. In this case, the number of
included in the fourth year, shall be brought together within the term other than that in which

TABLE SHOWING THE COURSE OF STUDY OF

Subjects	No. of hours per week	1st School Year.	No. of hours per week	2nd School Year.
Morals	2	Principal Points of Human Relations and Morals, Etiquette.	2	Principal Points of Human Relations, and Morals, Etiquette.
Education	2	History of Education.	2	Principles of Education.
Japanese Language	4	Paraphrase, Grammar, Composition.	3	Paraphrase, Composition.
Chinese Literature	2	Paraphrase.	2	Paraphrase.
History	2	Japanese History.	2	Japanese History.
Geography	2	Introduction, Japanese Geography.	2	Foreign Geography.
Mathematics	3	Arithmetic.	3	Arithmetic, Elements of Geometry.
Natural Science	2	Botany, Zoology.	3	Physics, Chemistry.
Household Management	6	Matters relating to Clothing, Food and Residence, Sewing.	6	Matters relating to Clothing, Food and Residence, Sewing.
Writing	2	Square and Current Chinese Characters.	2	Current and Grass-hand Chinese Characters, partly of the Japanese Syllabary.
Drawing	2	Free Hand Drawing.	2	Free Hand Drawing, Instrumental Drawing.
Music	2	Solo Singing.	2	Solo Singing, Two Part Singing, Use of Musical Instruments.
Gymnastics	3	Common Gymnastics, Games.	3	Common Gymnastics, Games.
Total	34		34	

ORDINARY NORMAL SCHOOLS (FOR FEMALE PUPILS).

No. of hours per week	3rd School Year.			Total Number of Hours for Instruction.	Total Number of Hours for Instruction, according to the Previous Regulations.
2	Principal Points of Human Relations and Morals, Methods of Teaching.	2	Principal Points of Human Relations and Morals, Methods of Teaching.	6	2.5
4	Principles of Education.	2	Educational Laws, School Management.	22	25
		30	Practice of Teaching.		
3	Outline of History of Literature, Composition, Methods of Teaching.	—	———	8.5	11
2	Paraphrase.	—	———	5	0
2	Outline of Foreign History, Methods of Teaching.	—	———	5	7
1	Outline of Physical Geography, Methods of Teaching.	—	———	4.5	
2	Elements of Geometry, Methods of Teaching.	—	———	7	7.5
3	Human Physiology, Methods of Teaching.	—	———	6.5	7.5
6	Rearing of children, Bookkeeping, Sewing, Methods of Teaching.	—	———	15	10
2	Grass-hand Chinese Characters, partly of the Japanese Syllabary.	—	———	5	8.5
2	Methods of Teaching, Free Hand Drawing, Methods of Teaching, Solo Singing.	—	———	5	
2	Two Part Singing, Use of Musical Instruments, Methods of Teaching.	—	———	5	5
3	Common Gymnastics, Games, Methods of Teaching.	—	———	7.5	7.5
34		34			

Regulations were also established for the simpler normal course above mentioned, and the subjects of study were prescribed as follows: namely, Morals, Education, Japanese Language, Chinese Literature, History, Geography, Mathematics, Science, Writing, Drawing, Music, and Gymnastics, the length of the course extending over two years and four months. The reason for establishing such a course of study is this :—At present the number of regular teachers is quite inadequate to the work of diffusing and improving general education, and in order to make up such deficiency, the fixed number of pupils to be trained in normal schools must be increased. This, however, would involve a great amount of expense and be practically impossible, so that the above measure was taken as a *via media* to meet the exigencies of the time. The following table shows the simpler normal course of study framed by the Department of Education for the same purpose as in the last case.

SIMPLER COURSE OF STUDY FOR ORDINARY NORMAL SCHOOLS.

Subjects.	No. of hours per week.	1st School Year.	No. of hours per week.	2nd School Year.	No. of hours per week.	3rd School Year.	Total Number of Hours for Instruction.
Morals.....	2	Principal Points of Human Relations and Morals.	2	Principal Points of Human Relations and Morals, Methods of Teaching.	2	Principal Points of Human Relations and Morals, Methods of Teaching.	5
Education	3	History of Education, Principles of Education.	4	Principles of Education, Methods of Teaching.	4 22	Educational Laws, School Management. Practice of Teaching.	20
Japanese Language	4	Paraphrase, Grammar, Composition.	3	Paraphrase, Composition, Methods of Teaching.	—	——	7
Chinese Literature	2	Paraphrase and Reading.	2	Paraphrase and Reading.	—	——	4

SIMPLER COURSE OF STUDY FOR ORDINARY NORMAL SCHOOLS.—*Cont.*

Subjects.	No. of hours per week.	1st School Year.	No. of hours per week.	2nd School Year.	No. of hours per week.	3rd School Year.	Total Number of Hours for Instruction.
History	2	Japanese History.	2	Japanese History, Outhine of Foreign History, Methods of Teaching.	—	——	4
Geography	2	Introduction, Japanese Geography.	2	Outline of Foreign Geography, Methods of Teaching.	—	——	4
Mathematics ...	3	Arithmetic	3	Arithmetic, Elements of Geometry, Methods of Teaching.	—	——	6
Natural Science.	3	Botany, Zoology.	4	Physics, Chemistry, Humna Physiology, Methods of Teaching.	—	——	7
Writing	3	Square and current Chinese characters.	2	Current and grass hand Chinese characters. Japanese Syllabary, Methods of Teaching.	—	——	5
Drawing	2	Free-Hand Drawing.	2	Free-Hand Drawing, Instrumental Drawing. Methods of Teaching.	—	——	4
Music	2	Solo Singing.	2	Solo Singing, Use of Musical Instruments, Methods of Teaching.	—	——	4
Gymnastics.....	6	Common Gymnastics, Military Gymnastics.	6	Common Gymnastics, Military Gymnastics, Methods of Teaching.	6	Common Gymnastics, Military Gymnastics, Methods of Teaching	15
Total	34		34		34		

N. B.—The third year course shall be completed in four months.

It had been prescribed in the regulations for the admission of pupils to ordinary normal schools that candidates must be above seventeen years of age and possess attainments at least equivalent to those of pupils who had completed the higher elementary course. However, as pupils in the higher elementary schools would as a rule complete their course of study at the age of fourteen, such candidates would necessarily be detained for three years, during which time the cultivation of their intellectual faculties and moral feelings would be left to themselves on account of the absence of proper schools. Thus the provision of a preparatory course would not only afford great facilities to such candidates, but would also enable them to progress so much more rapidly that the length of the regular course might possibly be shortened with advantage. It was therefore prescribed that a preparatory course should be established in addition to the regular normal course. The training course for elementary school teachers was prescribed in order to give supplementary instruction to school teachers and also to persons desiring to be employed as teachers in such branches of study as are necessary for the work of teaching. The training course for kindergarten conductors was prescribed in order to give necessary instruction to those actually employed in kindergartens and to those desiring to be so employed. Various other regulations were prescribed, including those relating to the number of pupils for admission to ordinary normal schools, the admission of pupils to ordinary normal schools, the performance of duties by graduates of ordinary normal schools, etc. In all these regulations, the provisions of the previous regulations were either adopted or modified according to local circumstances and to the experience of many years.

In short, the Department of Education had early entered upon the work of training teachers, and the local authorities had also busied themselves with the same work for many years. Since 1889, the local authorities have taken greater pains to complete the organization of normal schools, and to keep pace with the Department of Education in the training of teachers, by erecting new school houses, providing school apparatus, and giving full effect to the newly established subjects of study, so that in the course of a few years considerable improvement was made in many localities, both with regard to methods of instruction and to management.

At the close of 1885, the Tōkyō Normal School revised its regulations in respect of the training of pupils. According to the revised regulations, the male department was designed to prepare pupils as directors of, and instructors in, the normal schools of the various *Fu* and *Ken*, and the pupils were to be selected from among the first class pupils or graduates of the higher normal course in the local normal schools, while the female department was designed to prepare pupils as female instructors in normal and other public schools; the pupils were to be selected from among those who had completed a course of at least two years at one of the local normal schools, exceptions being made in favour of persons possessing literary qualifications equivalent to those possessed by pupils who have completed the higher elementary school course. It was also prescribed that the expenses of pupils so selected and admitted should be defrayed by the Tōkyō Normal School, and that the graduates should be bound to serve in such schools and at such salaries as the Department of Education might fix for them. The Gymnastic Institution under the control of the Department of Education was then annexed to the Tōkyō Normal School. But on the issue of the Imperial Ordinance relating to Normal Schools, the Tōkyō Normal School was re-organized as a Higher Normal School, and the subjects of study and the standard to be attained were established, according to which the male normal school course was subdivided into three sections, viz., Physical and Chemical Science Section, Natural Science Section, and Literature Section; the Physical and Chemical Science Section including the Science of Education, Ethics, the English Language, Mathematics, Physics, Chemistry, Manual Work, Drawing, Music, and Gymnastics; the Natural Science Section including the Science of Education, Ethics, the English Language, Organic Chemistry, Mineralogy, Geology, Botany, Zoology, Physiology, Agriculture, Drawing, Music, and Gymnastics; the Literature Section including the Science of Education, Ethics, the Japanese Language, Chinese Literature, the English Language, Geography, History, Political Economy, Philosophy, Music, and Gymnastics; the course of study in each of the three sections extending over three years. The female normal school course includes Ethics, the Science of Education, the Japanese Lan-

guage, Chinese Literature, the English Language, Mathematics, Book-keeping, Geography, History, Natural Science, Physics, Chemistry, Household Management, Writing, Drawing, Music, and Gymnastics, and extends over four years. The Gymnastic Institution was then abolished, and a special course of Gymnastics established, for giving instruction in common and military exercises to those destined to become teachers of gymnastics in normal schools. The following tables show the courses of study established in the Higher Normal School.

PHYSICAL AND CHEMICAL SECTION.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Science of Education and Ethics	4	Education in general, Principal Points of Human Relations and Morals.	3	Teaching in general, Teaching in particular, Principal Points of Human Relations and Morals.	13	History of Education, Criticism and Practice of Teaching, Principal Points of Human Relation and Morals.
English Language	6	Paraphrase and Reading, Composition, Translation.	5	ditto.	3	ditto.
Mathematics ...	6	Algebra, Geometry, Trigonometry and Surveying.	3	Higher Algebra, Analytical Geometry.	2	General Outlines of Differential and Integral calculus.
Physics	3	Force, Sound.	6	Heat, Light, Electricity, Magnetism, Experiments.	2	Astronomy, Meteorology.
Chemistry	—	——	6	Inorganic Chemistry, Experiments, Qualitative and Quantitative Analysis.	4	Organic Chemistry, Qualitative and Quantitative Analysis.
Manual work ...	2	The use of tools for wood and metal work, the manufacture of simple utensils in wood or metal.	1	ditto.	—	——

Physical and Chemical Section.—*Continued.*

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Drawing	—	Instrumental Drawing.	—	———	—	———
Music and Gymnastics.....	6	General Practice, Common and Military Exercises.	6	ditto.	6	ditto.
Total	30	7	30	7	30	6

Natural Science Section.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Science of Education and Ethics	4	Education in general, Principal Points of Human Relations and Morals.	3	Teaching in general, Teaching in particular, Principal Points of Human Relations and Morals.	13	History of Education, Criticism and Practice of Teaching, Principal Points of Human Relations and Morals.
English Language	6	Paraphrase and Reading, Composition, Translation.	5	ditto.	3	ditto.
Organic Chemistry	2	Introduction, Classification of Carbon Compounds.	—	———	—	———
Mineralogy and Geology	4	Minerals in general, Minerals, in particular, Determination of Minerals, Structural Geology, Action of Forces and History of Geology.	—	———	—	———
Botany	3	Classification of Plants and Practice.	4	Structure and Development of Plants, Practice.	—	———

NATURAL SCIENCE SECTION.—*Continued.*

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Zoology	2	Classification of Animals, and Practice.	3	Structure and Development of animals, Practice.	—	———
Physiology	—	———	2	Introduction. Bones, Muscles, Skin, Circulation of the Blood, Respiration, Hygiene, and Practical Anatomy.	3	Digestion, Nervous System, Sensation, Hygiene and Practical Anatomy.
Agriculture.....	—	———	3	Constituents of Soils and their Classification Conformation of Plants, use of Manures Selection and Care of Stock.	3	ditto. Practice of Tilling, use of Agricultural Implements.
Drawing	3	Drawing from Copies, Projection.	2	Projection, Prospective.	2	Drawing from Nature.
Music and Gymnastics.....	6	General Practice, Common and Military Exercises.	6	ditto.	6	ditto.
Total	30	8	30	8	30	6

LITERATURE SECTION.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Science of Education, and Ethics	4	Education in general, Principal Points of Human Relations and Morals.	3	Teaching in general, Teaching in particular, Principal Points of Human Relations and Morals.	3	History of Education, Criticism and Practice of Teaching, Principal Points of Human Relations and Morals.
Japanese Language and Chinese Literature	6	Japanese Grammar, Literature and Composition, Chinese Grammar, Literature and Composition.	4	ditto.	4	ditto.

Literature Section.—*Continued.*

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
English Language	6	Paraphrase and Reading, Composition and Translation.	5	ditto.	3	ditto.
Geography and History	6	Political Geography, Japanese History.	5	Foreign History.	—	———
Political Economy	—	———	3	General Outlines.	—	———
Philosophy	2	Mental Science, Logic.	4	ditto.	4	History of Philosophy.
Music and Gymnastics.....	6	General Practice, Common and Military Exercises.	6	ditto.	6	ditto.
Total	30	6	30	7	30	5

Female Normal School Course.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.	No. of hours per week.	4th Year.
Ethics	2	Principal Points of Human Relations, and Morals.	2	ditto.	2	ditto.	2	ditto.
Education ...	2	Introduction.	2	Principles of Intellectual, Moral, and Physical Education.	4	School Management, Methods of Teaching.	14	History of Education, Criticism and Practice of Teaching.
Japanese Language and Chinese Literature ...	5	Grammar, Paraphrase and Reading, Composition.	3	ditto.	2	General Outlines of History of Literature.	—	———
English Language	6	Reading, Grammar, Translation and Composition	4	ditto.	3	ditto.	3	ditto.

Female Normal School Course.—*Continued.*

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.	No. of hours per week.	4th Year.
Mathematics and Book-keeping ...	3	Written Arithmetic, Abacus Arithmetic.	3	Algebra and Geometry.	2	ditto.	2	Single and Double Entry.
Geography & History ...	4	Japanese Geography, Foreign Geography, General Principles of Physical Geography.	3	Japanese History.	3	Foreign History.	—	——
Natural Science.....	—	——	3	Botany, Zoology.	3	Mineralogy. Elements of Geology.	2	Human Physiology and Hygiene.
Physics and Chemistry..	—	——	3	Physics (Theory and Practice).	3	Physics and Chemistry (Theory and Practice).	3	Chemistry (Theory and Practice).
Household Management.....	3	Matters relating to Clothing, Food, and Residence, Account Keeping.	3	Use of Sewing Instruments, Practice of Sewing Different Sorts of Garments, etc.	4	ditto.	4	ditto.
Writing and Drawing ...	4	Square, current and grass hand Chinese characters, and Free hand Drawing.	3	ditto.	3	Instrumental Drawing.	—	——
Music	2	Musical Terms, and Notes, Solo Singing.	2	Use of Musical Instruments, Solo Singing.	2	Beating of Time, Two Part Singing.	1	Outlines of the Modes of Tonal Combinations, and Harmony, Two Part Singing.
Gymnastics...	3	Calisthenics, Preparatory Exercises, Exercises without Apparatus.	3	Exercises with Dumb-bells, Indian Clubs, and Wands.	3	ditto.	3	ditto.
		10	34	12	34	12	34	9

Special Course of Gymnastics.

Subjects.	Military Gymnastics.	Common Gymnastics.	Outlines of Tactics.		Physics and Chemistry.	Physiology.	
No. of hours per week.	12	12	3	Not fixed.	8		Not fixed.
	Infantry Drill (from Recruits to Battalion) Gymnastics (Light Gymnastics, Exercises with Apparatus and Rifles). Target Practice. Field Exercises (Practical Written Answers to Tactical Questions).	Preparatory Exercises, Calisthenics, Exercises without Apparatus, Exercises with Dumb-bells, Indian Clubs, Bean Bags and Wands, various Sports.	Tactics, Target Practice, Temporary Fortifications, Cartography.	Practical Surveying (Map.)	Outline of Physics and Chemistry.	Structure of the Human Body, Functions of Organs, Principles of Gymnatics, Outlines of School Hygiene.	Duties of Teachers, Graduation Essays.

N. B.—To the subjects of Physics and Chemistry six hours are devoted during the first six months, and two hours during the last five months.

To the subject of Physiology two hours are devoted during the first five months, and six hours during the last five months.

The Department of Education has subsequently established regulations for the admission of pupils to the Higher Normal School, and others relating to the performance of duties by graduates of the Higher Normal School. According to the former, male pupils are to be nominated by the *Fu Chiji* or *Ken Chiji* from among the graduates of ordinary normal schools, and female pupils from among those who have completed the two years' course in ordinary normal schools, who have equivalent literary and other qualifications, and th

nominated are to be again selected from by the Director of the Higher Normal School. According to the latter set of regulations, the graduates of the male normal school course in the Higher Normal School are bound, after graduation, to serve in schools for ten years in the case of males, and for five years in the case of females, and for the first three years in the case of males and for two years in the case of females to serve in any schools to which the Department of Education may appoint them. In the case of gymnastic graduates, the term of obligation is four years, for the first two years, of which period they are bound to serve in any schools to which the Department of Education may appoint them.

Although financial considerations had at one time necessitated the incorporation of the Tōkyō Normal School for Females with that for males, a few years' experience sufficed to show that no remarkable diminution of school expenditure was to be obtained by such incorporation, while, on the other hand, neither the director nor the instructors were able to apply themselves to either department exclusively, the total result being far from satisfactory. Therefore, in 1889, the female department was severed from the Higher Normal School, and re-constituted as an independent institution under the name of the Higher Normal School for Females. At the same time, the Higher Female School was attached to that school, together with the female section of the school, and kindergarten belonging to the Higher Normal School. No alteration was, however, made in the regulations of these two normal schools. There is also one school attached to the Higher Normal School, in which middle and elementary school courses and an ungraded course are established. The Tōkyō Educational Museum is also under the care of the Higher Normal School. According to enquiries made at the end of 1891, the number of pupils in the Higher Normal School was then 75, while that of pupils in the Higher Normal School for Females was 83.

(REFERENCE.)

IMPERIAL ORDINANCE No. 13 RELATING TO NORMAL SCHOOLS.

Art. I. Normal Schools are institutions in which persons are trained as teachers.

Special care shall be taken to so train pupils as to develop in them the characteristics of obedience, sympathy, and dignity.

Art. II. Normal Schools shall consist of a Higher Normal School and Ordinary Normal Schools.

The Higher Normal School shall be under the direct control of the Minister of State for Education.

Art. III. One Higher Normal School shall be established in Tōkyō, and one Ordinary Normal School in each *Fu* and *Ken*.

Art. IV. The expenses of the Higher Normal School shall be defrayed out of the National Treasury, and those of Ordinary Normal Schools out of local taxes.

Art. V. The rules relating to the equipment of Ordinary Normal Schools shall be determined by the Minister of State for Education.

Art. VI. The director of and instructors in each Normal School shall be appointed for a term of five years; but on the expiration of the said term their appointment may be renewed.

Art. VII. The director of an Ordinary Normal School may also be appointed as the head of educational section of the *Fu* or *Ken* to which such school belongs.

Art. VIII. Rules regulating the fixed number of pupils of Normal Schools, the admission of applicants thereto and their duties after graduation shall be established by the Minister of State for Education.

Art. IX. The expenses of pupils in every Normal School shall be paid out of the school allowance.

Art. X. The graduates of the Higher Normal School shall be appointed as directors of, or instructors in, Ordinary Normal Schools. But they may also, under certain circumstances, be appointed as directors of, or instructors in, other schools of various classes.

Art. XI. The graduates of Ordinary Normal Schools shall be appointed as directors of, or instructors in, public elementary schools. But they may also, under certain circumstances, be appointed as directors of, or instructors in, other schools of various classes.

Art. XII. The subjects of study, the standard to be attained in each subject, and the text-books to be used in Normal Schools shall be determined by the Minster of State for Education.

MIDDLE SCHOOLS.

The Middle Schools were first defined, in the Code of Education issued in 1872, as institutions in which a course of general education should be given to those who had completed the elementary school course. It was intended to establish a middle school in each middle school district. The course of study was divided into two grades, higher and lower; the length of the course extending over three years in each. Schools somewhat higher in standard than elementary schools, and giving instruction according to the old scheme, as well as schools designed to give instruction in foreign languages and in medical science, were all called Modified Middle Schools, As yet not much progress had been made in arts and sciences; and it was found impossible then to get instructors competent to teach the regular middle school course. Moreover, at that time, the study of foreign languages seemed to be of paramount importance. Regulations were therefore established for middle schools in which foreigners were employed as instructors. The grading into lower and higher, the length of the course, etc., were the same as for ordinary middle schools. Pupils who completed this course were to be admitted to colleges. A preparatory course of one year was also organized, in addition to the regular course. In the course of years, as elementary education advanced and higher schools

became necessary, middle schools were established to supply the demand, in some localities, at the expense of the *Fu*, *Ken*, towns, or villages. But very few of these schools were satisfactorily organized. The length of the course of instruction varied from two to six years. By the code of education issued in September, 1879, the middle schools were defined as institutions giving a higher general course. In 1881, the standard outline of the course of study in middle schools was issued, by which the middle schools were designed to provide a course of study necessary to prepare pupils for liberal pursuits, or to enable them to enter higher schools. They were divided into two grades, lower and higher. The course of study extended over four years in the lower, and two years in the higher grade; thus making a total course of six years, which it was not permitted to shortern by more than one year. According to local circumstances, a general course of literature, or a general course of science might be inserted in the curriculum of middle schools either in addition to, or instead of, the higher middle school course. Special courses of Agriculture, Industry, Commerce, etc., might also be included in the curriculum. As to the qualifications of candidates for admission, it was prescribed that those to be admitted to the lower middle school course must possess attainments at least equivalent to those of pupils who had completed the intermediate elementary school course. Those who had completed the lower middle school course were not only qualified for admission to the higher middle school course, but also to the general course of literature, the general course of science, and even to the normal and other special courses. Those who had completed the higher middle school course were qualified for admission to the University or other higher special course; but the knowledge of some foreign language was also necessary for admission to the university. Therefore in 1883, a special course of English was added to the preparatory department of the Tōkyō University, for the benefit of those who had completed the middle school course and were preparing to enter the University.

In 1884, the Department of Education issued General Regulations for Middle Schools, the principal object of which was to make the five fundamental principles of human relations, such as loyalty, filial conduct, etc., the basis of instruction. It was provided that at

least three of the instructors should be graduates of the middle normal school course or of the University. Persons who, though possessing no diplomas, were deemed by the *Fu Chiji* or *Ken Rei* to be properly qualified, might be appointed as instructors, subject to the approval of the Minister of Education. In order to establish a special course of Agriculture, Industry, or Commerce in lieu of the higher middle school course, or to establish the lower middle school course only, it was also necessary to obtain the approval of the Minister of Education. The Regulations of 1884 also contained clauses referring to the construction of school buildings, to books, apparatus, etc. But as instances presented themselves in which strict adherence to these regulations was not compatible with convenience in respect of the subjects of study, the Department of Education permitted any subjects to be added or omitted according as local circumstances might render necessary. Middle schools were now making gradual but steady progress, the Osaka Middle School established by the government, standing first, and those established by the *Fu* and *Ken*, next. At this time, the number of middle schools maintained by the *Fu* and *Ken* was 76, besides 54 schools supported at the expense of towns and villages or by voluntary contributions. The number of pupils in these schools reached the figure of 15,100. Although the middle schools had thus been gradually organized, there was as yet no proper connection between them and the university. In the university at this time, there was a preparatory department with a three years' course taught principally through the medium of foreign languages. Therefore many of those who desired to enter the University flocked to the above preparatory department, or to other schools where special attention was paid to foreign languages, Chinese literature, and mathematics, before they had half finished the regular middle school course. Hence the higher classes of these schools were but scantily attended. Moreover in but very few middle schools had the general literary course or the agricultural or commercial course been established, while the general scientific or industrial course had not yet been provided in any.

In 1886, the Imperial Ordinance relating to Middle Schools was issued, whereby these were defined as institutions designed to give

such instruction as is necessary to prepare pupils either for practical professions or for admission to higher educational institutions, and they were divided into two classes, viz., Higher Middle Schools and Ordinary Middle Schools. The Higher Middle Schools were to be placed under the direct control of the Minister of State for Education, the whole country, with the exception of the Hokkaidō and Okinawa, being divided into five sections, in each of which a higher middle school was to be established. Besides the principal course, separate courses of Law, Medicine, Industry, Literature, Science, Agriculture, Commerce, etc., were prescribed. The expenditure of the schools was to be defrayed out of the National Treasury.

Ordinary Middle Schools might be established in each *Fu* or *Ken*, and the number of those maintained or aided out of the local taxes was limited to one for each *Fu* or *Ken*. The *Ku*, towns, and villages are not allowed to establish such schools. The subjects of and the standard to be attained in ordinary middle schools have been study subsequently prescribed by the Department of Education. The subjects of study are Ethics, the Japanese Language, Chinese Literature, the First Foreign Language, the Second Foreign Language, Agriculture, Geography, History, Mathematics, Natural History, Physics, Chemistry, Writing, Drawing, Singing, and Gymnastics. The First Foreign Language is usually English; the Second, German or French. Either the Second Foreign Language or Agriculture may be omitted. When both are included in the curriculum of one school, only one of them is to be taught to any one pupil. Singing may be omitted for the present. According to local circumstances, Commerce and Industry may also be taught. The course of study extends over five years, and is divided into five classes, the term of each class being one year. Candidates for admission to the fifth class must be of good moral conduct, of sound health, at least twelve years of age, and must prove themselves competent to pursue the course of the class to which they are admitted. Similar qualifications are required for those seeking admission to the other classes, the attainments and ages required being modified according to the work of such classes. The curriculum prepared by the Bureau of School Affairs, according to these regulations, and notified to the local authorities, is as follows :—

Curriculum of Ordinary Middle Schools.

Subjects.	1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.	
	No. of hours per week.	5th Class.	No. of hours per week.	4th Class.	No. of hours per week.	3rd Class.	No. of hours per week.	2nd Class.	No. of hours per week	1st Class.
Ethics.....	1	—	1	—	1	—	1	—	1	—
Japanese Language, Chinese Literature	5	Reading and Paraphrase (Sentences mixed with Chinese characters). Dictation and Composition (Sentences mixed with Chinese characters, and Letter Writing).	5	Reading and Paraphrase (Sentences mixed with Chinese characters, and Chinese sentences). Dictation and Composition (Continued).	5	Reading and Paraphrase (ditto). Composition (ditto).	3	Reading and Paraphrase (ditto). Composition (Sentences mixed with Chinese character).	—	Reading and Paraphrase (Chinese Sentences). Composition (Continued).
First Foreign Language	6	Reading and Explanation, Dictation, Conversation and Spelling.	6	Reading and Explanation, Dictation, Conversation, and Composition.	7	Oral Translation, Conversation, Composition, and Grammar.	5	Oral Translation, Conversation, Composition and Translation.	5	Continued.
Second Foreign Language ...	—	—	—	—	—	—	4	Reading and Explanation, Dictation, Conversation and Spelling.	3	Reading and Explanation, Dictation, Conversation and composition.

Agriculture.....								Sowing, Pasturage.		Pasturage, Gardening and planting.
Geography.....	1	Outlines of Japanese Geography.	2	Geography of Asia and Europe.	2	Geography of America, Australia, Africa.	1	Physical and Political Geography of Japan.	—	—
History	1	Japanese History.	1	Universal History.	2	Chinese History.	1	Japanese History.	2	Universal History
Mathematics	4	Arithmetic, Elements of Geometry.	4	Review of Arithmetic, Algebra, Geometry.	4	Algebra, Geometry.	4	ditto.	3	Algebra, Trigonometry.
Natural History..	1	Object teaching of Natural History.	—	—	2	Physiology and Hygiene.	—	—	3	Zoology, Botany.
Physics	—	—	1	Object teaching of Physics and Chemistry.	—	—	—	—	3	Forces, Materials, Heat, Sound, Light, Electricity, Magnetism.
Chemistry							2	Inorganic chemistry.	—	—
Writing	2	—	1	—	—	—	—	—	—	—
Drawing	2	—	2	—	2	—	2	—	1	—
Singing	2	—	2	—	—	—	—	—	—	—
Gymnastics	3	Common Exercises.	3	Common Exercises.	3	Common Exercises.	5	Military Exercises.	5	Military Exercises.
Total	28	—	28	—	28	—	28	—	28	—

A few years have elapsed since the foregoing regulations were carried out by each *Fu* and *Ken*. In the meantime, various measures have been taken by the local authorities, some for the improvement of school organization, some for the elevation of the qualifications of candidates for admission, others for the greater encouragement of foreign languages or of gymnastic exercises.

According to investigations made at the end of 1890, the number of ordinary middle schools established by the *Fu* and *Ken* was 43 and that of private establishments 11. The total number of pupils receiving instruction in ordinary middle schools was 11,554, while that of graduates was over 500. However, as the tenour of the Imperial Ordinance relating to Middle Schools had left the establishment of ordinary middle schools to the option of each *Fu* or *Ken*, there were some instances in which no such schools had been established. Therefore in 1861, the ordinance was revised, to the effect that at least one ordinary middle school must be established in each *Fu* and *Ken*, the establishment of a greater number being left to local option; and that the *Gun*, cities, towns, and villages also might establish such schools, unless the establishment of the same should, in any way, interfere with the success of elementary school education; and that the *Fu Chiji* or *Ken Chiji* might grant permission for the establishment of the same, subject to the approval of the Minister of State for Education. It was further prescribed that special courses of Agriculture, Industry, Commerce, etc., might be established in connection with the ordinary middle schools. The qualifications of instructors for such special courses were prescribed at the same time. Consequent on this, the Department of Education issued regulations relating to the establishment of ordinary middle schools, fixing a standard in respect of such particulars as school sites, school buildings, books, and apparatus.

In 1886, the subjects of study, and the standard to be attained, in higher middle schools were prescribed by the Department of [illegible]. The subjects of study are the Japanese Language, [illegible]ature, the First Foreign Language, the Second Foreign [illegible] Latin, Geography, History, Mathematics, Zoology, [illegible]gy, Mineralogy, Physics, Chemistry, Astronomy, Poli-[illegible], Philosophy, Drawing, Mechanics, Surveying, and

Gymnastics. The First Foreign Language is usually English; the Second, German or French. These foreign languages are imposed on pupils respectively according to the different colleges to which they are designed. The course of study extends over two years, and is divided into two classes, the term of each class being one year. Candidates for admission to the first year class must be of good moral conduct, of sound health, at least seventeen years of age, and must possess attainments equivalent to those of graduates of the ordinary middle school course. Similar qualifications are required of candidates seeking admission to the second year class, the attainments prescribed being proportioned to the work of the class in question. The higher middle schools may also have attached to them a proparatory course, of no lower standing, in respect of subjects of study and the standard to the attained, than the third year class of ordinary middle schools. According to this plan, the Preparatory Department of the Tōkyō Uuniversity was organized as the First Higher Middle School, and the College of Osaka, as the Third Higher Middle School. The Yamaguchi Middle School, established by the *Ken* of Yamaguchi, was also remodelled as a Higher Middle School, and placed under the control of the Department of Education. In 1887, the Second Higher Middle School was established at Sendai, the Fourth Higher Middle School at Kanazawa, and the Fifth Higher Middle School at Kumamoto; and the Kagoshima Middle School, established by the *Ken* of Kagoshima, was re-organized as a higher middle school, under the control of the Department of Education. Thus the system of middle school education has been placed on a firmer basis, and an intermediate step to the University is now offered by the higher middle schools, which also provide a more complete course of instruction for those who intend to enter on the practical pursuits of life. In preparing the following schedules of study, the subjects of study for the main course are distributed over three sections, of which the pupils must select one. The course of each main section is distributed over two classes, and the preparatory course over three classes, the course of each class corresponding to one year. The curricula both for the main and preparatory courses are as follows; the same to be tried as an experiment.

Curriculum of the Preparatory Course.

(3rd Class).

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Ethics	1	Principal Points of Human Relations and Morals.	1	ditto.	1	ditto.
Japanese Language, Chinese Literature ...	5	Reading and Paraphrase, Composition (Sentences mixed with Chinese characters).	5	ditto.	5	ditto.
First Foreign Language ...	10	Reading and Paraphrase, Conversation, Composition and Translation.	10	ditto.	10	ditto.
Geography	2	Physical Geography of America, Australia and Africa.	2	ditto.	2	ditto.
History	2	History of Japan, History of China.	2	ditto.	2	ditto.
Mathematics ...	4	Algebra, Geometry.	4	ditto.	4	ditto.
Natural History.	2	Outlines of Hygiene and physiology.	2	ditto.	2	ditto.
Drawing	2	Free Hand Drawing (from copy).	2	Free Hand Drawing (from nature).	2	ditto.
Gymnastics.....	3	Military Exercise.	3	ditto.	3	ditto.
Total	31	9	31	9	31	9

(2nd Class).

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Ethics	1	Principal Points of Human Relations and Morals.	1	ditto.	1	ditto.

(2ND CLASS).—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Japanese Language, Chinese Literature ...	4	Reading and Paraphrase, Compotion (Sentences mixed with Chinese characters).	4	ditto.	4	ditto.
First Foreign Language ...	10	Reading and Paraphrase, Conversation, Composition, Grammar, Translation.	10	ditto.	10	ditto.
Geography	1	Physical and Political Geography of Japan.	1	ditto.	1	ditto.
History	2	History of Japan, History of China.	2	ditto.	2	ditto.
Mathematics ...	4	Algebra, Geometry.	4	ditto.	4	ditto
Chemistry	2	Important non-metallic Elements and their Chemical compounds.	2	ditto.	2	Important metallic Elements and their chemical compounds.
Drawing	2	Free Hand Drawing (from nature).	2	ditto.	2	ditto.
Singing	1	Solo Singing.	1	ditto.	1	ditto.
Gymnastics.....	3	Military Exercise.	3	ditto.	3	ditto.
Total	30	10	30	10	30	10

(1ST CLASS).

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Ethics	1	Principal Points of Human Relations and Morals.	1	ditto.	1	ditto.
Japanese Language, Chinese Literature ...	4	Reading and Paraphrase, Composition (Sentences mixed with Chinese characters).	4	ditto.	4	ditto.

(1st Class).—*Continued.*

Subjects.	No of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	6	Reading and Paraphrase, Conversation, Composition, Translation.	6	ditto.	6	ditto.
Second Foreign Language ...	2	Reading, Translation, Dictation, Conversation, Composition, and Grammar.	2	ditto.	2	ditto.
History	4	History of Japan, History of China, History of Europe.	4	ditto.	4	ditto.
Mathematics ...	3	Trigonometry.	3	ditto.	3	ditto.
Natural History.	3	Zoology (Introduction, and Forms). Botany (Introduction, Forms, and Structure).	3	Zoology (classification). Botany (Physiology, classification).	3	Zoology(classification). Botany (classification).
Physics	3	Physical Laws relating to important phenomena.	3	ditto.	3	ditto.
Drawing	1	Free-Hand Drawing (Landscape).	1	ditto.	1	ditto.
Gymnastics.....	3	Military Exercises).	3	ditto.	3	ditto.
Total	30	10	30	10	30	10

Curriculum of 1st Main Section (for Candidates of Law.)

First Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Japanese Literature	2	Reading and Paraphrase, Composition, (Sentences mixed with Chinese characters.)	2	ditto.	2	ditto.

FIRST YEAR.—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Chinese Literature	2	Reading and Paraphrase.	2	ditto.	2	ditto.
First Foreign Language ...	5	Reading and Paraphrase, Translation and Composition.	5	ditto.	5	ditto.
Second Foreign Language ...	5	Reading and Paraphrase, Translation and Composition.	5	ditto.	5	ditto.
History	6	History of Greece.	6	History of Rome.	6	ditto.
Geography	3	Political Geography.	3	ditto.	3	ditto.
Philosophy	3	Logic.	3	Logic, Psychology.	3	Psychology.
Gymnastics	3	Military Exercises.	3	ditto.	3	ditto.
Total	29	8	29	8	29	8

SECOND YEAR.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Japanese Literature	2	Reading and Paraphrase, Composition (Sentences mixed with Chinese characters.)	2	ditto	2	ditto.
Chinese Literature	2	Reading and Paraphrase.	2	ditto.	2	ditto.
First Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.

SECOND YEAR.—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Second Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.
Latin	2	Grammar, Reading and Paraphrase.	2	ditto.	2	ditto.
History	6	History of Germany.	6	History of France.	6	History of England.
General Notions of Law	3	Outlines.	3	ditto.	3	ditto.
Political Economy	3	General Principles, Production, Distribution.	3	ditto.	3	ditto.
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	31	9	31	9	31	9

CURRICULUM OF 1ST MAIN SECTION
(FOR CANDIDATES OF LITERATURE).
FIRST YEAR.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Japanese Literature	3	Reading and Paraphrase, Composition (Sentences mixed with Chinese characters).	3	ditto.	3	ditto.
Chinese Literature	2	Reading, Paraphrase.	2	ditto.	2	ditto.
First Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	ditto.	4	ditto.

First Year.—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Second Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.
History	3	History of Greece.	3	History of Rome.	3	ditto.
Mathematics ...	3	Analytical Geometry.	3	ditto.	3	ditto.
Philosophy.....	2	Logic.	2	Logic, Psychology.	2	Psychology.
Geology and Mineralogy...	2	Minerals (Forms).	2	Minerals (Qualities), Geology (Positions, Rocks).	2	Geology (Earth's crust, Geological History).
Physics	2	Principles of Physics.	2	ditto.	2	ditto.
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	29	10	29	10	29	10

Second Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Japanese Literature	3	Reading and Paraphrase, Composition (Sentences mixed with Chinese characters).	3	ditto.	3	ditto.
Chinese Literature	2	Reading, Paraphrase.	2	ditto.	2	ditto.
First Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.
Second Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.

Second Year.—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Latin	2	Grammar, Reading, and Translation.	2	ditto.	2	ditto.
History	2	History of Germany.	2	History of France.	2	History of England.
Political Economy	2	Introduction. Production. Distribution.	2	ditto.	2	ditto.
Chemistry	2	Inorganic Chemistry. General and Particular.	2	Inorganic Chemistry. Particular and theoretical.	2	ditto.
Astronomy	2	General Outlines	2	ditto.	2	ditto.
Gymnastics	2	Other Exercises	2	ditto.	2	ditto.
Total	22	22	22	22	22	22

Curriculum of the Main Section for Candidates of Engineering Science and Architecture.

First Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language	4	Reading and Paraphrase. Translation. Composition.	4	ditto.	4	ditto.
Second Foreign Language	5	Reading and Paraphrase. Translation. Composition.	5	ditto.	5	ditto.
[illegible]	3	Analytical Geometry. Equations.	3	ditto.	3	ditto.

FIRST YEAR.—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Botany and Zoology	4	Zoology (Comparative Anatomy). Botany (Cryptogamous medicinal plants).	4	ditto.	4	ditto.
Geology and Mineralogy...	2	Minerals (Forms).	2	Minerals (Qualities), Geology (Positions, Rocks).	2	Geology (Earth's Crust, Geological History).
Physics	4	Properties of matter, Force.	4	Statical Electricity, Heat.	4	Sound, Light.
Chemistry	2	Inorganic Chemistry (General and Particular).	2	Inorganic Chemistry (Particular and Theoretical).	2	ditto.
Astronomy	1	General Outlines.	1	ditto.	1	ditto.
Surveying	3	Arrangement and use of Instruments, Practice, Construction of Maps, Colored Topographical Drawing.	3	ditto.	3	ditto.
Drawing	3	Instrumental Drawing (Projection).	3	ditto.	3	ditto.
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	30	9 or 10	30	9 or 10	30	9 or 10

N.B.—Zoology and Botany to be omitted for the candidates of Agriculture and Forestry; one hour per week to be added for the subject of Free Hand Drawing for the candidates of Engineering; and Astronomy and Surveying to be omitted for the candidates of veterinary science in the course of Agriculture.

Second Year.

(For the Candidates of Engineering).

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	——	4	——
Second Foreign Language ...	—	Reading and Paraphrase, Translation, Composition.	—	——	—	——
Mathematics ...	3	Differential Calculus.	3	Solid Analytical Geometry, Differential Calculus.	3	Integral Calculus.
Physics	3	Light, Electricity, Experiments.	3	Magnetism, Experiments.	3	Electro-Magnetism, Experiments.
Chemistry	4	Organic Chemistry, General and Particular). Experiments.	4	Organic Chimistry, (Particular). Experiments.	4	ditto.
Mechanics	2	Motion.	2	Force.	2	ditto.
Surveying	3	Surveying of Heights, Practice, Colored Topographical Drawing.	3	ditto.	3	ditto.
Drawing	8	Instrumental Drawing (Descriptive Geometry).	8	Instrumental Drawing (Shading, Designs).	8	Instrumental Drawing (Perspective, Designs).
...	32	8	32	8	32	8

Second Year.

(For the Candidates of Science).

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	ditto.	4	ditto.
Second Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.
Latin	2	Grammar, Reading, Paraphrase.	2	ditto.	2	ditto.
Mathematics ...	3	Differential Calculus.	3	Solid Analytical Geometry, Differential Calculus.	3	Integral Calculus.
Philosophy	2	Logic.	2	Logic, Psychology.	2	Psychology.
Physics	3	Light, Electricity, Experiments.	3	Magnetism, Experiments.	3	Electro-Magnetism, Experiments.
Chemistry	4	Organic Chemistry (General and Particular). Experiments.	4	Organic Chemistry (Particular). Experiments.	4	Organic Chemistry (Particular). Experiments.
Mechanics	2	Motion.	2	Force.	2	ditto.
Drawing	3	Instrumental Drawing (Descriptive Geometry).	3	Instrumental Drawing (Shading).	3	Instrumental Drawing (Perspective).
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	29	10	29	10	29	10

N.B.—The Candidates of Science to take up either Mechanics or Latin at their option.

Second Year (For The Candidates of Agriculture).

Agriculture and Forestry.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	ditto.	4	ditto.
Second Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.
Mathematics ...	3	Differential Calculus.	3	Solid Analytical Geometry, Differential Calculus.	3	Differential Calculus.
Zoology and Botany	4	Zoology (Particular). Botany (Classification and Physiology).	4	ditto.	4	ditto.
Physics	3	Light, Electricity, Experiments.	3	Magnetism, Experiments.	3	Electro-Magnetism, Experiments.
Chemistry	7	Organic Chemistry (General and Particular). Experiments.	7	Organic Chemistry (Particular). Experiments.	7	Organic Chemistry (Particular, Chemical Affinity of Animal Matters). Experiments.
General Notions of Law.....	2	General Outlines.	2	ditto.	2	ditto.
Mechanics	2	Motion.	2	Force.	2	ditto.
Surveying	3	Surveying of Heights, Practice, Coloured Topographical Drawing.	3	ditto.	3	ditto.
Total	30	8 in Agriculture. 9 in Forestry.	30	8 in Agriculture. 9 in Forestry.	30	8 in Agriculture. 9 in Forestry.

N.B.—Mathematics to be omitted for the Candidates of Agriculture, three hours to be omitted in the subject of Chemistry for the Candidates of Forestry.

Second Year (For the Candidates of Agriculture).

Veterinary Science.

Subjects.	No. of hours per week.	1st Term.	No of horus per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	ditto.	4	ditto.
Second Foreign Language ...	5	Reading and Paraphrase, Translation, Composition.	5	ditto.	5	ditto.
Latin	2	Grammar, Reading Paraphrase.	2	ditto.	2	ditto.
Anatomy.....	6	Animal Anatomy (Bones).	6	Animal Anatomy (Tendons).	6	Animal Anatomy (Muscles).
Physics	3	Light, Electricity Experiments.	3	Magnetism, Experiments.	3	Electro-magnetism, Experiments.
Chemistry	7	Organic Chemistry (General and Particular), Experiments.	7	Organic Chemistry (Particular), Experiments.	7	Organic Chemistry (Particular, Chemical Affinity of Animal Matters), Chemical Physiology, Experiments.
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	30	7	30	7	30	7

Curriculum of 3rd Main Section (For Candidates of Medicine).

First Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	6	Reading and Paraphrase, Translation, Composition.	6	ditto.	6	ditto.

First Year.—*Continued.*

Subject.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Second Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	ditto.	4	ditto.
Latin	2	Grammar, Reading, Paraphrase.	2	ditto.	2	ditto.
Mathematics ...	3	Analytical Geometry.	3	ditto.	3	ditto.
Zoology and Botany.	4	Zoology (Comparative Anatomy), Botany(Cryptogamous and Medicinal Plants).	4	ditto.	4	ditto.
Geology and Mineralogy ...	2	Minerals (Forms).	2	Minerals(Qualities), Geology (Position and Rocks).	2	Geology (Earth's crust, Geological History.
Physics	4	Properties of Matter, Force.	4	Statical Electricity, Heat.	4	Sound, Light.
Chemistry	2	Inorganic Chemistry (General and Particular).	2	Inorganic Chemistry (Particular and Theoretical).	2	ditto.
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	30	9	30	9	30	9

Second Year.

Subject.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
First Foreign Language ...	6	Reading and Paraphrase, Translation, Composition.	6	ditto.	6	ditto.

SECOND YEAR.—*Continued.*

Subject.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	3rd Term.
Second Foreign Language ...	4	Reading and Paraphrase, Translation, Composition.	4	ditto.	4	ditto.
Human Anatomy	6	Bones.	6	Tendons.	6	Muscles.
Physics	4	Light, Electricity, Experiments.	4	Magnetism, Experiments.	4	Electro-magnetism, Experiments.
Chemistry	7	Organic Chemistry (General and Particular), Experiments.	7	Organic Chemistry (Particular), Experiments.	7	Organic Chemistry (Particular, Chemical Affinity of Animal Matters), Chemical Physiology, Experiments.
Gymnastics.....	3	Military Exercises.	3	ditto.	3	ditto.
Total	30	6	30	6	30	6

N.B. The subject of Human Anatomy in the second year to be omitted for the candidates of Pharmacy; and Zoology and Botany, Physics, and Chemistry to be added for two, six, and nine hours respectively.

It may here be remarked that several of the local authorities had early begun to establish medical schools, and that the number of such schools had kept increasing from year to year, finally reaching the number of thirty or thereabouts previous to the year 1887. Considering that local resources would be altogether inadequate to the maintenance of such schools, an order was issued in the year above referred to, to the effect that the expenses for the medical schools under the control of the local authorities should no longer be defrayed out of the local taxes. The result was the abolition of all these schools excepting three, for whose support special funds happened to be available. Consequent on this, the Department of Education

determined to establish a medical department in connection with each of the higher middle schools, in order that the work of medical education, hitherto undertaken by the local authorities, should continue to be carried on. The locations of these departments were fixed at Chiba for the 1st division, at Sendai for the 2nd division, at Okayama for the 3rd, at Kanazawa for the 4th, and at Nagasaki for the 5th. The course of study in these medical departments extends over four years, and includes the English Language, Zoology, Botany, Physics, Chemistry, Anatomy, Histology, Physiology, Materia Medica, Pathology, Medicine, Surgery, Ophthalomology, Obstetrics, Gynecology, Medical Jurisprudence, Hygiene, and Gymnastics. The qualifications of candidates for admission are the same as those for admission to the main department. Pharmacy being a subject whose usefulness can only be fully realized when studied in connection with medicine, while its present standing is much lower than its importance demands, and no course of study having hitherto been provided for it anywhere except in the Imperial University, it was determined in 1889 that a pharmaceutical course should be established in connection with the medical department of each higher middle school, and at the same time the subjects of study and the standard to be attained were prescribed. In the same year, a pharmaceutical course was established in connection with the 4th Higher Middle School; and in 1890, all the other higher middle schools were similarly equipped. The course of study includes the English Language, Zoology, Botany, Physics, Chemistry, Analytical Chemistry, Pharmacognosia, Pharmaceutical Chemistry, and the Art of Prescribing, and Dispensing, and extends over three years. The qualifications required for admission are the same as in the case of the main department, excepting that the standard of literary attainments demanded is somewhat lower, namely, equivalent to that of those students who have completed the third year course in ordinary middle schools.

For the benefits of those who might desire to study law, the subjects of study and the standard to be attained were at the same time prescribed for the law departments to be established in connection with the higher middle schools. In 1889, a law department was established in the 3rd Higher Middle School. The course of

study includes General Notions of Law, the Constitution of Courts of Justice, Civil Law, the Law of Civil Procedure, Criminal Law, the Law of Criminal Procedure, Commercial Law, Constitutions, the Law of Administration, Political Economy, International Law, Jurisprudence, Practice, and Gymnastics, and extends over three years. The qualifications required for admission to the 1st and 2nd year class are the same as in the case of the main department.

The 1st and 3rd Higher Middle Schools having been established much earlier than the others, their organization has been nearly completed. That of the other new establishments cannot be reasonably expected to show equal progress. However, gradual improvements have been effected in their arrangements, and even some pupils have already graduated. As the medical departments have but taken up and continued the work of medical schools established by the local authorities, all the arrangements have been nearly completed, and also many pupils have already graduated. No satisfactory results have, however, yet been obtained in the pharmaceutical course, or in the law department connected with the 3rd Higher Middle School, on account of these having been but recently established.

TABLE SHOWING THE NUMBER OF PUPILS IN EACH HIGHER MIDDLE SCHOOL AT THE END OF THE YEAR 1891.

Schools.	Main Departments.	Law Department.	Medical Departments.		Total.
			Medicine.	Pharmacy.	
First Higher Middle School	1,127	—	318	17	1,462
Second Higher Middle School	400	—	139	13	552
Third Higher Middle Schhol	530	34	303	52	919
Fourth Higher Middle School	273	—	104	15	392
Fifth Higher Middle School	374	—	323	16	713
Yamaguchi Higher Middle School.	189	—	—	—	189
Kagoshima Higher Middle School	215	—	—	—	215
Total	3,108	34	1,187	113	4,442

(REFERENCE.)

IMPERIAL ORDINANCE NO. 15 RELATING TO MIDDLE SCHOOLS.

Art. I. Middle Schools are institutions designed to give pupils such instruction as is necessary to prepare them either for practical occupations or for admission to the higher educational institutions.

Art. II. Middle Schools are divided into two classes; viz: Higher Middle Schools and Ordinary Middle Schools. Higher Middle Schools shall be under the direct control of the Minister of State for Education.

Art. III. In Higher Middle Schools, instruction may be given in one or more of the special branches of study, such as Law, Medicine, Engineering, Literature, Science, Agriculture, Commerce, etc.

Art. IV. One Higher Middle School shall be established in each of the five districts into which the whole Empire, exclusive of the Hokkaidō and Okinawa *Ken*, shall be divided. The extent of each district shall be determined by the Minister of State for Education.

Art. V. The expenses of Higher Middle Schools may be defrayed out of the National Treasury, or partly out of the National Treasury, and partly out of local taxes of the *Fu* or *Ken* within the limits of each district. In the latter case, however, rules regulating the allotment and management of the expenses shall be specially established.

Art. VI. Ordinary Middle Schools shall be established one in each *Fu* or *Ken*.

N.B.—Under special local circumstances, more than one school may, or not even one need be established, subject to the approval of the Minister of State for Education.

Art. VII. The subjects of study and the standard to be attained in each subject shall be determined by the Minister of State for Education.

Art. VIII. No text-books other than those approved by the Minister of State for Education shall be used in Middle Schools.

Art. IX. In any *Gun*, city, town, or village, no Ordinary Middle School may be established unless it is considered necessary by special local circumstances and does not interfere with the working of Elementary Education.

Before the *Fu Chiji* or *Ken Chiji* can give his approval to the establishment of Ordinary Middle Schools under above circumstances, he shall first apply for the instructions of the Minister of State for Education.

Art. X. The rules relating to the establishment of Ordinary Middle Schools shall be framed and determined by the Minister of State for Education.

Art. XI. The teachers in Ordinary Middle Schools shall possess the certificates of Ordinary Middle School Teachers granted by the Minister of State for Education.

Art. XII. Ordinary Middle Schools may give instruction in such special subjects as Agriculture, Industry, Commerce, etc.

Art. XIII. Higher Middle Schools and Public Ordinary Middle Schools shall charge appropriate tuition fees.

N.B.—This Article does not apply to those pupils whose fees are either wholly or partially remitted on account of their good conduct and proficiency.

Art. XIV. Higher Female Schools are established for affording Higher General Education to women, and are of the same nature as Ordinary Middle Schools.

Higher Female Schools may give instruction in such special industrial courses as are important to women.

UNIVERSITY.

The University is established in Tōkyō, under the name of the Imperial University. The origin of the Imperial University may be traced back to the amalgamation of the Tōkyō Kaiseigakkō and the Tōkyō Igakkō (Tōkyō Medical School) in 1877, under the name of the Tōkyō University. The Tōkyō Kaiseigakkō originated in the Yōgakujo (School for Western Learning), first established by the Tokugawa Government, which passed through many changes and whose pupils exhibited fair progress. But owing to the state of disorder in the country at the time of the Restoration, which took place soon afterwards, the institution was closed for a time. It was, however, re-opened by the present Government in 1868. A new system of instruction was adopted, and the study of English and French, introduced. Afterwards German was added, and European and American teachers were employed to teach these various foreign languages. In 1870, the name of the institution was changed to that of the Daigaku Nankō. In 1871, the Government ordered the various feudal lords to select young and intelligent pupils, in number proportionate to the extent of their territories, to be sent as students to this institution. These were called Kōshinsei. In 1871, when the Department of Education was established, the University was placed under its control, the regulations of instruction being revised, and new subjects added. In 1873, the name of the institution was changed to that of Kaiseigakkō, and five special courses of Law, Science, Engineering, Polytechnics, and Mining were established. Law, Science, and Engineering were taught in English; Polytechnics in French; Mining in German. Each of the courses of Law, Engineering, and Mining extended over three years, while the courses of Science and Polytechnics covered four years each. A preparatory course was also provided, with a three years' course of study. In 1874, the word "Tōkyō" was prefixed to the name of the institution. The school regulations and the system of instruction were also revised, and new special courses in Law, Chemistry, and Engineering, as well as a preparatory course,

were provided. The length of the course of study was made three years in each course. In 1875, it was determined that instruction in all the special courses should be given through the medium of the English language. Polytechnics and Mining having been abolished, a course of Physics was established specially for the students of French. In 1877, the institution was reorganized and incorporated with the Tōkyō University.

The Tōkyō Igakkō (Tōkyō Medical School) was first established by the Tokugawa Government. Though it was temporarily closed at the time of the Restoration, it was re-established by the present Government in 1868. In 1871, the name of the institution was changed to that of Tōkō, and instructors were engaged from Germany, new school regulations were adopted, and the length of the course of study was made to extend over five years in the principal course and two years in the preparatory course. In 1873, a department of Pharmacy was established. The length of the principal course was three years, and that of the preparatory course, two years. In 1874, the name of the institution was changed to that of the Tōkyō Medical School, with which the Nagasaki Medical School was amalgamated. During the years 1875–76, special courses for day students, both in medicine and pharmacy, were opened for the benefit of those who were not able to pursue the principal course of instruction, on account of being over age or of other circumstances. In 1877, the institution was amalgamated with the Tōkyō University. At the same time, the students of Law in the Tōkyō Kaiseigakkō were transferred to the Department of Law; those of Engineering, Chemistry, and Physics, to the Department of Science; and those of Medicine and Pharmacy in the Tōkyō Igakkō, to the Department of Medicine, in the Tōkyō University. New courses of instruction, etc., were established, and all the courses of the three Departments of Law, Science, and Literature now extended over four years. In the Department of Law, one course of Law was established; in the Department of Science, five courses of (1) Chemistry, (2) Mathematics, Physics, and Astronomy, (3) Biology, (4) Engineering, and (5) Geology and Mining; in the Department of Literature, two courses of (1) History, Philosophy, and Politics, and (2) Japanese and Chinese Literature. A prepa[illegible] [illegible]hool was

established and placed under the control of the Tōkyō University, with a course of four years, to prepare those who intended to enter the several special courses. In 1886, it was organized as the 1st Higher Middle School. In the Department of Medicine, two special courses of Medicine and Pharmacy were provided. The principal course of Medicine extended over five years; that of Pharmacy over three years; and the preparatory courses of instruction over five years each. In 1878 elective courses were established in the three Departments of Law, Science, and Literature; and those who might desire to study one or more of the subjects of the respective regular courses, were admitted. Afterwards a post-graduate course was established for the benefit of graduates of the University. In 1879, degrees were first instituted and granted to ninety-two students who had graduated since 1877. From that time forward at least twenty or thirty students have annually received degrees. In 1882, a Japanese Classical course was established and attached to the Department of Literature, in order that the History of the Empire, the gradual changes in the Administrative System, the Philology of the Language, etc., might receive due investigation, the length of the course extending over three years. Subsequently the Chinese Classics were also introduced, with a course of four years. In the same year, the former system of loan scholarships by which a portion of the expenses of such students as seemed most promising and distinguished in talents and attainments, but whose poverty would otherwise have prevented them from pursuing their studies, had been defrayed at public expense, was replaced by a new system of scholarships which were classified as gifts-in-aid and honour gifts. It was determined that the gifts-in-aid should be granted to those students who had formerly been entitled to such aid, and the honour gifts to the most eminent both in attainments and conduct. In 1883, a special law course was established in the Department of Law. The length of the course was three years, and instruction was given in it in accordance with the regulations for simpler instruction. In 1885, the admission of new students to the Special Medical Course, Special Law Course, Pharmaceutical Course, and the Japanese and Chinese Classical Courses, was suspended, for the purpose of regulating the proper working of the University. In the same year, the

Tōkyō Hōgakkō (Tōkyō Law School) was amalgamated with the Department of Law, the course of the former Department of Law being called the "first course" and that of the Tōkyō Hōgakkō, the "second course." The Tōkyō Hōgakkō had originally been established by the Department of Justice, and instruction in law was given in French. The length of the course of study extended over eight years in the principal and preparatory courses combined. After undergoing many subsequent changes, the institution was placed under the control of the Department of Education in 1884, and designated the Tōkyō Hōgakkō. Thirty-three students have received the degree of "Hōritsu-gakushi," and four have received certificates of having completed the course.

In 1886, the Imperial University was re-organized in accordance with an Imperial Ordinance. The Imperial University has thus taken up and continued the work both of the Tōkyō University and of the Engineering College. The latter had been instituted by the Department of Public Works in 1871, and seven special courses of Civil Engineering, Mechanical Engineering, Architecture, Telegraphy, Chemistry, Metallurgy, and Mining were established in it. When the Department of Public Works was abolished in 1885, the Engineering College was brought under the control of the Department of Education. The number of students at that time was 153, while that of the students who had completed the prescribed course of the college was 212.

According to the Imperial Ordinance, the Imperial University has for its objects, the teaching of such arts and sciences as are required for the purposes of the State, and the prosecution of original investigations in such arts and sciences. It consists of the University Hall and of the Colleges, the University Hall being established for the purpose of original investigations, and the Colleges for instruction both theoretical and practical. The Colleges of the University are designated as follows:—College of Law, College of Medicine, College of Engineering, College of Literature, and College of Science. In June, 1890, the Dendrological School under the control of the Department of Agriculture and Commerce was annexed to the Imperial University under the name of the College of Agriculture. Thus the University has been much extended in its organization, and now consists of one Hall and six Colleges.

In conformity with the Imperial Ordinance, the Imperial University has established several new regulations. Candidates for admission to the colleges of the University must have received certificates of graduation from one of the Higher Middle Schools, or other institutions which are recognized by the Minister of State for Education to correspond thereto in respect to the standard of instruction; or they must prove themselves to be possessed of attainments equal to the graduates of the schools referred to above, in the examinations held in each college. Those who have completed the college courses and passed the prescribed examinations shall be granted diplomas entitling them to be called *Gakushi.* Applicants for admission to the University Hall are required to present to the President of the University a written application, stating the subjects of investigation to be pursued by them; the President, after consultation with the Directors of the colleges to which the subject of the investigation selected by any student properly belongs, will appoint a professor or professors to superintend the students' studies; and all scientific investigations carried on by the students must be prosecuted under his or their supervision. The period of these special investigations was originally fixed at not longer than two years, but in 1887, it was fixed at five years, of which the first two years must be devoted to study in the colleges to which the students respectively belong, as post-graduates. Applicants for admission other than graduates of the colleges are examined in regard to their attainments by an entrance examination specially conducted for the purpose, and unless they are graduates of a Higher Middle School or of some other institution declared by the Minister of State for Education to be of no lower standing in respect of subjects of study and the standard to be attained, than that referred to above, they must undergo a special preliminary examination. The degree of *Hakushi* (Doctor) shall be conferred on those who have prosecuted original investigations in arts and sciences, and passed the prescribed examinations.

The College of Law includes the two courses of Law and Politics, each course extending over four years. The College of Medicine includes the two courses of Medicine and Pharmacy, the course of Medicine extending over four years, and that of Pharmacy over three years. The College of Engineering includes the nine

courses of Civil Engineering, Mechanical Engineering, Naval Architecture, Technology of Arms, Electrical Engineering, Architecture, Applied Chemistry, Technology of Explosives, and Mining and Metallurgy. The College of Literature includes the nine courses of Philosophy, Japanese Literature, Chinese Literature, Japanese History, General History, Comparative Philology, English Literature, German Literature, and French Literature. The College of Science includes the seven courses of Mathematics, Astronomy, Physics, Chemistry, Zoology, Botany, and Geology. The College of Agriculture includes the three courses of Agriculture, Forestry, and Veterinary Medicine. Each course extends over three years in the last four colleges. Elective students are also admitted to the colleges, to study specially one or more of the subjects of the prescribed college courses.

The number of students at the end of the year 1891, was:—in the University Hall, 43; in the College of Law, 317; in the College of Medicine, 119; in the College of Engineering, 110; in the College of Literature, 47; in the College of Science, 34 (pursuing the principal course) and 64 (attending a shorter course of lectures); and in the College of Agriculture, 118 (pursuing the principal course), 103 (pursuing the preparatory course), and 191 (pursuing the shorter course). Besides these, there were in the five Colleges of Law, Engineering, Literature, Science, and Agriculture, 158 students pursuing elective courses, thus making a grand total of 1,304. The total number of students who have graduated since the year 1877, is 1589; of whom 308 belong to the College of Law, 430 to the College of Medicine, 358 to the College of Engineering, 75 to the College of Literature, 190 to the College of Science, and 228 to the College of Agriculture, besides a great number of pupils who have completed the special courses in the colleges.

There are two Hospitals in connection with the College of Medicine. The First Hospital took its origin in 1869, while the Second Hospital was established in 1878. Both are used for the purpose of instructing students in clinics, such patients being admitted as are deemed instructive cases in medical and surgical practice and investigation. In the First Hospital, separate wards are provided for Medicine, Surgery, Obstetrics, Gynecology, Opthalmology, Contagi-

ous Diseases, and the Children's Diseases; and in the Second Hospital similar arrangements are made for medicine and surgery respectively. Patients are admitted to either of the Hospitals, and the expenses of a certain number of in-patients are defrayed by the University. Out-patients are also treated. At present, the Hospitals are so arranged as to be able to admit several hundred of patients, and accommodation for more than one hundred free patients is also provided. There are separate laboratories for the several courses of Anatomy, Physiology, Pathology, Materia Medica, Hygiene, Medical Jurisprudence, Pharmacy, etc., in the College of Medicine, which are provided with the apparatus, specimens, etc., necessary for lectures and for students' work.

In the College of Engineering, there are many specimens and apparatus provided for purposes of scientific investigation. There are also drawing offices and laboratories well-supplied with the apparatus necessary for studying the several branches of engineering.

In the College of Science, too, there are great numbers of specimens, models, and apparatus distributed among the various class-rooms and laboratories to aid instruction in the different branches of science. The most important is the extensive herbarium belonging to the Botanical Institute, which contains over four thousand native specimens, besides many foreign species. The institutions under the control of the College of Science are the Tōkyō Astronomical Observatory, the Seismological Laboratory, the Marine Laboratory, and the Botanic Gardens.

The Tōkyō Astronomical Observatory was established on the site of the Naval Observatory which had been abolished in June 1888. Operations connected with Astronomical observation in this country can be traced back to the most ancient times. During the period of the Tokugawa Government, three observatories were founded; and in the period of Tempō (1830–43), fifty officials were specially appointed for the business of astronomical observations and almanac-making. After a short intermission, namely, during the troubles preceding the Restoration, an observatory was founded by the Naval Department and a bureau was established by the Department of the Interior to conduct the business of astronomical observations. In June, 1888, the astronomical portion of the former naval observatory,

that of the observatory bureau in the Department of the Interior, and the old astronomical observatory belonging to the College of Science were amalgamated into one establishment under the name of the Tōkyō Astronomical Observatory, thus bringing all the business of like nature under the exclusive control of a single department. Astronomical observations and almanac-making now form the principal business of the observatory, which is at the same time used for the instruction of students. It has also an important connection with the Surveying Bureau of the War Department, and with the Hydrographical Bureau of the Naval Department. The longitude now adopted by the observatory is 139° 44′ 30″ 3. E. of Greenwich, and the latitude 35° 39′ 17″ 5. N.

The Seismological Observatory was founded in 1888, for the study of earthquake phenomena, on behalf of the students of Geology and others. This institution possesses many books, apparatus, and models connected with this branch of science, which may serve as an extensive source of information to those interested in the subject. Among the instruments provided are the Horizontal Pendulum and Vertical-Motion Seismolographs designed by Prof. J. A. Ewing, who formerly occupied the chair of Engineering in the University, and various other instruments designed by the institution. These instruments are already well-known and are now in general use both at home and abroad. By means of the complete set of Seismolographs now in the observatory, it is possible to measure earth-movements of different grades of magnitude, from the slightest tremors to destructive earthquakes. A Marine Laboratory was established at the village of Misaki, in the Province of Sagami, in 1888, in order that the students of Biology might make practical investigations. Misaki is noted as the home of the Hyalonema, Pentacrious, and other rare forms of marine life, and has long been a favorite collecting ground for naturalists.

The Botanic Gardens are situated in the district of Koishikawa, Tōkyō. They were laid out by the Tokugawa Government in the year 1638, and afterwards successively put under the control of various government departments. But in 1877, they were placed under the control of the Tōkyō University, as an integral portion of the Department of Science. These gardens contain numerous

species of plants both native and foreign, which are used for the practical instruction in botany of the students in each Department of the University. At present, the gardens are under the care of the College of Science, and are known as the "Botanic Gardens of the Imperial University." There are now more than three thousand species of plants, and the number is constantly increasing. In the principal division of the Gardens, the plants are distributed according to Bentham and Hooker's system of classification. In the other division, medicinal plants and others which grow only in shady places are arranged according to species. Hot-houses are also provided for the preservation of tropical plants. Besides these there are also many rare species of plants in pots and an extensive herbarium.

The College of Agriculture contains several laboratories for Chemistry, Zoology, Botany, Anatomy, Histology, and Horse-shoeing, besides buildings intended for practice in forest technology and sericulture, experimental farms, etc. The experimental farms consist of over 28 *chō** of vegetable gardens, "paddy land" for rice, tea and mulberry plantations, fruit orchards, meadows, etc., and over 12 *chō* of land for a rice plantation, besides over 80 head of cattle and poultry of various sorts. There is also a veterinary hospital, where diseased cattles are treated on application, for experimental purposes.

The University Library contains some 180,000 volumes, exclusive of 13,963 volumes belonging to the College of Agriculture. A complete catalogue, to be arranged according to most approved system, and most convenient for the scientific investigation of the various subjects now studied in the Imperial University, is at present under contemplation.

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* One *chō* is nearly equal to 18,000 square feet.

(REFERENCE).

IMPERIAL ORDINANCE NO. 3 RELATING TO THE IMPERIAL UNIVERSITY.

Art. I. The Imperial University shall have for its objects, the teaching of such arts and sciences as are required for the purposes of the State, and the prosecution of original investigations in such arts and sciences.

Art. II. The Imperial University shall consist of the University Hall and the Colleges: the University Hall is established for the purpose of original investigations, and the Colleges for that of instruction theoretical and practical.

Art. III. Certificates of graduation shall be awarded to students, who shall have completed any one of the courses in the Colleges, and shall have passed the examinations prescribed by the statute.

Art. IV. Degrees shall be conferred upon those who, either being graduates of one of the Colleges or being deemed to be of equal standing with such graduates, shall have prosecuted original investigations in the University, and shall have passed the required examinations.

Art. V. The officers of the Imperial University shall be as follows:—President (*Chokunin*), Councillors, Secretaries (*Sōnin*), and Clerks (*Hannin*).

Art. VI. The President shall superintend the whole affairs of the Imperial University under the direction of the Minister of Education. The duties of the president are chiefly as follows:—

1. To maintain the order of the Imperial University.
2. To see after the condition of the Imperial University and to submit suggestions to the Minister for any improvement he may deem required.
3. To preside over the meetings and discussions of the Councillors, and to report to the Minister the proceedings thereof.
4. To act as the Director of the Law College.

Art. VII. The meetings of the Councillors shall be held either at the Imperial University or at the Department of Education as convenience may require. Matters to be submitted to the Councillors for their deliberation are as follows :—

1. The curriculum of studies.
2. The promotion of the interests of the University and those of each College.

Art. VIII. Councillors shall be selected and appointed by the Minister of Education from among the Professors, two from each College.

Art. IX. The appointment of the Councillors shall be for a term of five years and may be renewed on the expiration of that term.

Art. X. The Colleges of the University shall be designated as follows:—College of Law, College of Medicine, College of Engineering, College of Literature, College of Science, and College of Agriculture.

The College of Law is divided into two sections, Law and Politics.

The College of Agriculture is divided into three sections, Agriculture, Forestry and Veterinary Surgery.

Art. XI. The staff of each College shall be as follows:— Director (*Sōnin*), Chief Professor, Professors (*Chokunin* or *Sōnin*), Assistant-Professors (*Sōnin*), Superintendent of the Dormitories (*Sōnin*), and Clerks (*Hannin*).

Art. XII. The Director of each College shall be selected and appointed from among its Professors. He shall superintend the affairs of the College under the guidance of the President of the Imperial University.

Art. XIII. The Chief Professor of each College shall be appointed from among its Professors. He shall see to the proper discharge of the duties by Professors, Assistant-Professors and to the maintenance of order in lecture rooms.

Art. XIV. The number of Professors and Assistant-Professors in each College shall be determined by the Minister of Education according to the importance of subjects taught and the number of students.

SPECIAL SCHOOLS.

At the time of the Restoration, the only institutions worthy of being reckoned as special schools of a high standard were the Shōhei-kō founded at Tōkyō by the Tokugawa Government, and others established by the feudal lords in their own provinces, in all of which the Chinese classics found the chief subject of study, together with a few institutions for the study of medicine or mathematics. When, however, after the Restoration of the Imperial Government, an entire change took place in the state of society, and western sciences and arts were more and more cultivated, schools of various designations rapidly sprang into existence. The following is a historical summary of these schools, enumerated according to the subjects of study taught in each.

MEDICAL SCHOOLS.

The Chinese system of medicine formerly prevailed in this country. Under the Tokugawa administration, many physicians contrived private systems of their own, while others were well versed in the Dutch system, and not a few medical schools were established by the feudal lords within their own provinces, or else pupils were taught by individual medical practitioners. However, at the time of the Restoration, there were no medical schools properly so called, excepting a few belonging to the government. A course of study for these medical schools was prescribed in the Code of Education, and their number gradually increased; but the method of instruction followed in most of them was too incomplete to call for notice here. Nevertheless, after the lapse of a few more years, a certain degree of development was attained to by the local medical schools, which now became worthy of attention. Therefore in 1882, the Department of Education issued General Regulations for Medical Schools, whereby institutions of this nature were divided into two classes, called respectively A and B. The medical schools of class A were designed for the regular training of physicians, a general course of medicine being provided, and the subjects of instruction being Physics, Chemistry, Zoology, Botany, Anatomy, Histology, Physiology, Pathology, Materia Medica, Medicine, Surgery, Ophthalmology, Obstetrics, Medical Clinics, Surgical Clinics, Hygiene, and Medical Jurisprudence. The course

of study was made to extend over at least four years. The medical schools of class B were designed for the training of physicians by a shorter course and also for localities where circumstances prevented the establishment of medical schools of class A. The subjects of instruction were Physics, Chemistry, Anatomy, Physiology, Materia Medica, Medicine, Surgery, Ophthalmology, Medical Clinics, and Surgical Clinics, and the course of study was made to extend over three years, with a provision that it might be lengthened by any period not exceeding one year. Hospitals efficiently furnished for clinical instruction were to be provided for these medical schools. Since the issue of these general regulations, most of the medical schools then established have been re-organized under the rubric of class A, and there has even been an instance of the school expenditure amounting to *yen* 18,500, which is the greatest amount of annual expenditure of any school in the Empire. According to statistical investigations made at the end of 1885, the number of medical schools of class A established by the local authorities was 24, while those of class B were 5 in number. This was in the most flourishing period of the medical schools established by the local authorities. Since the year 1887, when it was ordained that the expenditure for the medical schools under the control of the local authorities should no longer be defrayed out of the local taxes, the number of schools gradually decreased till the year 1888, when there remained but three which it was possible to maintain by means of tuition fees or other sources of incomes, such as pecuniary donations; viz., one at Kyōto, one at Ōsaka and one in the *Ken* of Aichi. However, when medical departments were established in connection with the five higher middle schools, and the number of pupils was fixed at 1,600, over 1,300 medical students who had been obliged to leave their former schools were admitted to these departments so that the deficiency of medical schools on the one hand was nearly supplied by the new establishments on the other. The subjects of study and the standard to be attained in these medical departments have been mentioned under the head of middle schools. According to statistical investigations made at the end of the year 1890, there were 3 medical schools established by the local authorities, and 3 private establishments. The number of pupils in these schools was 1,562 and that of graduates 234.

PHARMACEUTICAL SCHOOL.

Pharmaceutical schools originated in the establishment of a pharmaceutical course in the Tōkyō Medical School in 1873. In 1881, a special school of pharmacy was established in the city of Tōkyō, but its organization was imperfect. In 1882, General Regulations for Pharmaceutical Schools were issued by the Department of Education. By these regulations, pharmaceutical schools were divided into two classes; viz., A and B. The pharmaceutical schools of class A were designed for the regular training of pharmaceutists, a general course of pharmacy being provided. The obligatory subjects of instruction were as follows; Physics, Chemistry, Zoology, Botany, Mineralogy, Medical Botany, Analytical Chemistry, Pharmacognosia, Pharmaceutical Chemistry, Toxicology, the Examination of Medicaments, and the Art of Prescribing, together with one foreign language, namely, English, French, or German. The course of study was made to extend over not less than three years. The pharmaceutical schools of class B were designed for the training of pharmaceutists by a shorter course of pharmacy. The subjects of study and the standard to be attained in these schools are much lower than those of class A. According to statistical investigations made at the end of 1885, there were two special schools of pharmacy established by local authorities, and two private establishments. The pharmaceutical schools had declined from year to year, and there is at present no school of this nature. However, in 1890, pharmaceutical courses were established in connection with the medical departments of the five higher middle schools, and the number of pupils fixed at 420, since which time a certain number of pupils have been admitted.

AGRICULTURAL SCHOOLS.

Since the year 1875, agricultural schools have been established in various localities. In 1883, General Regulations for Agricultural Schools were issued by the Department of Education, dividing them into two classes, called respectively A and B. The agricultural schools of class A were designed to train intelligent farmers by providing an easy course of instruction in agriculture; and the agricultural schools of class B were designed to give instruction in agricultural affairs generally, a course of instruction both theoretical and practical being

provided. The subjects of instruction in the agricultural schools of class B were Morals, Algebra, Geometry, Trigonometry, Drawing, Physics, Chemistry, Zoology, Botany, Geology, Agricultural Chemistry, Agricultural Engineering, Cultivation, Stock Rearing, Rural Economy, Agricultural Book-keeping, and Rural Legislation. According to local needs some such subjects as Horticulture, Forestry, the Cultivation of Waste Land, Veterinary Surgery, Entomology, etc., or Sericulture, Pisciculture, the Cultivation of Mulberry-Trees, Tea, Cotton, Hemp, the Paper Tree, Indigo, Stagmaria, Verniciflua, the Vegetable Wax-tree, the Sugar-cane, Sorghum, Vine, Tobacco, etc., or the Manufacture of Tea, and Sugar, the Preservation of Agricultural Products, Manures, etc., may be added, with or without modifications in the standard of any of the subjects first enumerated. The course of study was made to extend over three years, with a provision that it might be lengthened by any period not exceeding one year. Shortly after the establishment of these regulations, the Government issued a proclamation to the effect that in case of government land being required by any public agricultural school for the purpose of an experimental farm, the same should be granted without rent, to the extent of five *chō* for each school. Another proclamation was issued to the effect that lands used by any public agricultural school for experimental purposes should be exempt from the land tax and from local taxation, to the extent of not more than five *chō* for each school. Notwithstanding the abolition of the general regulations for agricultural schools in 1886, many instances might be quoted of agricultural schools not only prosecuting their labours as before but profiting by many years' experience to introduce still further improvements in their organization. The agricultural schools established by the *Ken* of Miyagi and Ishikawa may be reckoned among the best of the kind. According to statistical investigations made at the end of the year 1890, there were 7 agricultural schools established by local authorities, and attended by 427 pupils, besides three others in which the principal subject of study was Veterinary Surgery.

The Sapporo Agricultural School under the control of the Hokkaidō Administration Board originated in a school established in Tōkyō during the year 1872, by the old Board of Colonization (*Kaitakushi*). This was removed to Sapporo in the year 1875.

Instruction is given in Agriculture and Engineering, and there is a preparatory course. The principal courses extend over four years and the preparatory courses over five years. A military course and an agricultural training course have been added, each extending over two years. The number of pupils is 27 in the agricultural course, 13 in the engineering course, 18 in the military course, 173 in the preparatory course, and 47 in the agricultural training course.

COMMERCIAL SCHOOLS.

It was prescribed in the old Code of Education that commercial schools should be established in all the great centres of commerce, and the subjects of instruction were prescribed at the same time. No practical result, however, immediately followed. Since the year 1875, commercial schools have been established by the *Fu* of Tōkyō and by some of the local authorities. In 1884, General Regulations for Commercial Schools were issued by the Department of Education. By these regulations the commercial schools were divided into two classes, viz., A and B. The Commercial Schools of class A were designed chiefly to train intelligent traders, an easy course of instruction being provided. The Commercial Schools of class B were designed chiefly to train persons in the management of commercial affairs generally. The subjects of instruction in the Commercial Schools of class B were Morals, Japanese and Chinese Literature, Writing, Arithmetic, Algebra, Book-keeping, Commercial Correspondence, Commercial Geography, Drawing, Merchandise, Commercial Economy, Commercial History, Commercial Law, Practical Commerce, and the English Language. According to local needs, such branches as Banking, Exchange, Transportation, Insurance, the Law of Companies, Marine Law, the Law of Contracts, Tariffs, Statistics, Physics, Chemistry, Natural History, Geometry, Machinery, Technology, etc., were to be specially added, with or without modifications in the standard of any of the subjects first enumerated. It was further stipulated that such foreign languages as French, German, Chinese, Korean, etc., might be provided in addittion to, or instead of, the English Language. The length of the course of study in the Commercial Schools of class B was fixed at three years, with a provision to the effect that it might be lengthened by any period

not exceeding one year. Shortly after the issue of the above regulations, the Tōkyō Commercial School was established by the Department of Education. A short account of its organization is given below, in order to show the present condition of our commercial schools.

In the year 1875, a private commercial college was established in Tōkyō by persons interested in the subject. This was afterwards transferred to the control of the municipal authorities, then brought under the Department of Agriculture and Commerce, and finally, in 1885, placed under the control of the Department of Education. Shortly before this, or in the year 1884, a higher commercial school had been instituted in connection with the Tōkyō Foreign Language School. Therefore, when the institute of commerce above mentioned was brought under the Department of Education, these three schools were united under the name of the Tōkyō Commercial School. The origin of the Tōkyō Foreign Language School can be traced back to the establishment of English and French courses in connection with the Kaiseigakkō in 1869, and their subsequent amalgamation with a Foreign Language School under the Department of Foreign Affairs in 1873. The Kaimeigakkō at Ōsaka and the Kōungakkō at Nagasaki were then re-organized as foreign language schools, and the regulations for instruction were revised. A new foreign language school was also established in each of the following places, viz., Aichi, Hiroshima, Niigata and Miyagi. This new departure was taken on account of the urgent necessity of the thorough training of students in foreign languages, through which means alone the various branches of Western science and art could be successfully introduced into Japan. Later on some of these schools were abolished, while others were remodelled, and by 1880 only one foreign language school remained, namely that located in Tōkyō, where instruction was given in French, German, Russian, Chinese, and Corean to a considerable number of students. This school itself was entirely remodelled in the year referred to above. In 1886, an Apprentices' Institute and a Special Institute for Banking were established in connection with the Tōkyō Commercial School, and the regulations of instruction for the main school were prescribed; the course of instruction comprising an ordinary and a higher course. In the ordinary course, the general

branches of commerce were to be taught, and in the higher course, the higher branches of study. The course of study extended over five years,—three years in the ordinary course, and two years in the higher course.

About this time, the commercial schools under the local authorities gradually increased in number, while the recent progress made by the trading class was very remarkable. Consequently in 1887, the school was re-organized under the name of the Higher Commercial School, with the object of giving instruction in the higher branches of commerce. The course of instruction was then divided into preparatory and principal courses, extending over one year in the former and four years in the latter. In 1891, the standard of study was considerably raised. According to the new regulations, the Higher Commercial School is chiefly designed to give that higher education which is necessary to those engaged in commercial pursuits either domestic or foreign, as also to prepare persons for the management of commercial or financial affairs either public or private, or to become managers of, or instructors in, commercial schools. The course of study extends over three years in the principal, and two years in the preparatory course. The preparatory course includes Ethics, Writing, Composition, Mathematics, Book-keeping, Drawing, Physics, Chemistry, Natural History, the English Language, and Gymnastics. The Principal Course includes Commercial Composition, Commercial Arithmetic, Book-keeping, Merchandises, Commercial Geography, Commercial History, Commercial Regulations, Political Economy, Statistics, Law, the English Language, Commercial Practice, and Gymnastics. Besides English, any one of the five following languages must be taken up by the pupils; namely, Chinese, French, German, Spanish, or Italian. Graduates of the Ordinary Middle Schools established by the local authorities, and those of the preparatory courses of the Higher Middle Schools are admitted to the first year of the preparatory course, provided they be found of good moral character and sound health, and to possess sufficient attainments in respect of the following subjects, namely, Writing, Composition, Arithmetic, and the English Language, in all of which they are specially examined. Graduates of other schools, whether public or private, which have been officially recognised, as equal in standing

to the Ordinary Middle Schools established by the local authorities in respect of the general branches of education obtain the same privilege. Graduates of the Higher Middle Schools are admitted to the first year of the principal course without examination. All other candidates must pass the prescribed entrance examinations.

Regulations have also been established for the post-graduate course; and those graduates of the principal course who may desire to pursue further the studies of the course which they have already completed, are admitted to this course for a period not exceeding two years. Arrangements are also made for the practical training of the pupils, whereby they are permitted to attend the offices of commercial firms or banks, for the transaction of practical business, no fees being imposed on the pupils for such training.

The revised courses of instruction of the Higher Commercial School are as follows:

PREPARATORY COURSE OF STUDY.

Subjects.	First Year.			Second Year.		
	No. of hours per week for 1st Term.	No. of hours per week for 2nd Term.	No. of hours per week for 3rd Term.	No. of hours per week for 1st Term.	No. of hours per week for 2nd Term.	No. of hours per week for 3rd Term.
Ethics	1	1	1	1	1	1
Writing	3	3	3	—	—	—
Composition	2	2	2	2	2	2
Mathematics	5	5	5	5	5	5
Book-keeping	—	—	—	3	3	3
Drawing	2	2	2	2	2	2
Physics	2	2	2	2	2	2
Chemistry	2	2	2	2	2	2
Natural History	2	2	2	2	2	2
English Language	10	10	10	10	10	10
Gymnastics	3	3	3	3	3	3
Total number of hours per week	32	32	32	32	32	32

Principal Course of Study.

Subjects.	First Year.			Second Year.			Third Year.		
	No. of hours per week for 1st Term.	No. of hours per week for 2nd Term.	No. of hours per week for 3rd Term.	No. of hours per week for 1st Term.	No. of hours per week for 2nd Term.	No. of hours per week for 3rd Term.	No. of hours per week for 1st Term.	No. of hours per week for 2nd Term.	No. of hours per week for 3rd Term.
Commercial Composition	2	2	2	—	—	—	—	—	—
Commercial Arithmetic	2	2	2	2	2	2	—	—	—
Book-keeping	3	3	3	3	3	3	—	—	—
Merchandise	2	2	2	2	2	2	—	—	—
Commercial Geography	5	5	5	—	—	—	—	—	—
Commercial History	—	—	—	2	2	2	3	3	3
Commercial Regulations	3	3	3	3	3	3	—	—	—
Political Economy	3	3	3	3	3	3	3	3	3
Statistics	—	—	—	—	—	—	2	2	2
Law	3	3	3	3	3	3	3	3	3
English Language	5	5	5	3	3	3	5	5	5
Chinese, French, German, Spanish, or Italian	—	—	—	3	3	3	6	6	6
Commercial Practice	—	—	—	4	4	4	6	6	6
Gymnastics	3	3	3	3	3	3	3	3	3
Total number of hours per week	31	31	31	31	31	31	31	31	31

N.B.—Besides English Language, either Chinese, French, German, Spanish, or Italian must be pursued by pupils, but in case the number of those desiring to study any one language is too small to constitute a class for that language, then the pupils may be required to make choice of any other language.

The Accountants' School attached to the Higher Commercial School originated with a Special Course for Banking established in 1886, which was designed to give instruction in banking, both theoretical and practical. The course of instruction extended over two years. In 1887, it was organized as a Special Course for Accountants, and designed to give such knowledge as may be deemed necessary for the transaction of financial business in government departments, banks, companies, etc. In 1889, it was remodelled as an Accountants' School; and the revised course of study, as now followed, comprises Ethics, Writing, Composition, Arithmetic, Book-keeping, Commercial Geography, Commercial Regulations, Political Economy, Law, the English Language, Commercial Practice, and Gymnastics.

Besides the Government establishments, there are nine commercial schools maintained at public expense. There is one each at Kyōto and Osaka, and others are established in such places as the Open Ports, whose population is busily engaged in commercial pursuits. The Osaka Commercial School was originally a private establishment; but in 1885, it was transferred to the care of the municipality with a grant from the Department of Education. It is now maintained by the municipality. The Commercial Institute at Kōbe was established by the *Ken* of Hyōgo in the year 1878, being afterwards subventionised and controlled by the Department of Agriculture and Commerce. Later on, it was transferred to the Department of Education, which for some years granted it an annual subsidy. In all these schools, the length of the courses extends over a period of from three to four years. Great pains have been taken by those concerned to make them efficient institutions, with the result that, of recent years, their condition has considerably improved, and great benefits have accrued to their respective localities. Certain other localities possess institutions of a similar nature, but their standing is too low to entitle them to rank as special schools. According to statistical investigations made at the end of 1891, the number of pupils attending the ten public commercial schools was 1,473, while those who had graduated during the same year numbered 160.

TECHNICAL SCHOOLS.

Although the subjects of instruction to be taught in technical schools were prescribed in the old Code of Education, no schools of the kind were established at that time. The Tōkyō Technical School was established by the Department of Education in 1881, under the name of the Tōkyō Industrial School. According to the regulations then issued, this school was designed to prepare persons as instructors in industrial schools or as foremen or directors of manufactories. In regard to the course of study, main and preparatory courses were established, and the whole course was made to extend over a period of four years, whereof one year in the preparatory, and three years in the main, course. Various ameliorations introduced later on in the course of study were but modifications made in accordance with the purport of the original regulations.

In 1886, when the system of educational administration was changed, this institution was annexed to the Imperial University, and was designed to train foremen or directors of manufactories, but in 1887, it was again erected into an independent institution. In 1888, it was re-organized with a greatly extended curriculum, and designed to train instructors of technology, technological engineers, foremen of manufactories, and workshop masters, certain subjects of study being added to the course.

In 1890, the name of the institution was changed to that of the Technical School, and its object defined to be the training of foremen of manufactories and instructors of technology. A new section of Electrical Engineering was established, weaving was added to the section of Dyeing, and Pen-brush Drawing prescribed in the Department of Chemical Technology. It was determined that such graduates of the ordinary middle schools established by the local authorities as were proficient in their attainments, should be admitted without examination. A new departure was also made for the training of special pupils as instructors of manual works in ordinary normal schools. It was also determined that all graduates must carry on their practical training, either at a manufactory or else under the supervision of practically qualified persons for a period of not less than one year after their graduation.

The details of the courses of study are as follows :—

Course of Study in the Department of Chemical Technology.

First Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.
Mathematics	4	Algebra, Plane Geometry, Elements of Plane Trigonometry.	4	ditto.
Physics	5	—	4	—
Inorganic Chemistry and Mineralogy.....	5	—	—	—
Organic Chemistry ...	—	—	3	—
Drawing.....	—	—	4	Free-hand Drawing. (for Dyeing and Porcelain Work).
	12	Free-hand Drawing. Mechanical Drawing.	2	Mechanical Drawing (for Dyeing and Porcelain Work).
	—	—	6	Mechanical Drawing (for special course of Applied Chemistry).
Qualitative Analysis...	20.5	(From April to June),	—	—
Practice	—	Practice in Weaving (for Dyeing Work).	—	ditto. (February and March.)
	10.5	Practice in Porcelain Manufacture (for Porcelain Work).	20.5	ditto. (February and March.)
	—	Refinement of Acids, Alkalies etc., (for special course of Applied Chemistry).	—	ditto. (February and March.)
English Language.....	2	—	2	—
Military Gymnastics...	2	—	2	—
No. of hours per week	41.5	—	41.5	—

Second Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.
Drawing	4	Free-hand Drawing (for Dyeing and Porcelain Work).	4	ditto.
Machine Drawing	5	(For Dyeing and Porcelain Work).	5	ditto.
	6	(For Special Course of Applied Chemistry).	6	ditto.
Applied Mechanics	3	—	3	—
General Applied Chemistry	2	—	2	—
Dyeing Process and Discharge of Colours	2	(For Dyeing Work).	2	ditto.
Weaving Process and Principles of Design	2	(For Dyeing Work).	2	—
Process of Porcelain, Glass, Cement, Brick, and Mortar Manufacture, etc.	3	(For Porcelain Work).	3	—
Special Applied Chemistry	2	(For Special Course of Applied Chemistry).	2	ditto.
Process of Electro-typing and Electro-plating	1	(For Special Course of Applied Chemistry).	2	ditto.
Quantitative Analysis	10.5	(For Dyeing Work).	—	—
	20.5	(For Porcelain Work).	—	—
	23.5	(For Special Course of Applied Chemistry).	—	—
—	—	—	19.5	(For Dyeing Work). February and March.
—	—	—	20.5	(For Porcelain Work). February and March.
—	—	—	23.5	(For Special course of Applied Chemistry. February and March.

SECOND YEAR.—*Continued.*

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.
—	—	—	—	Dyeing Process in colours. (From April to June.)
—	—	—	19 5	Preliminary Practice of the preparation of mordants. (From April to June.)
—	—	—	—	Practice in Weaving. (From April to June.)
Practice	9	Practice in Weaving.	20.5	Preliminary Practice of Porcelain, and Glass manufacture and of the preparation of cement, mortar, etc. (From April to June.)
—	—	—	23.5	Preliminary Practice in Chemical Manufactures, Electro-typing, Electro-plating, etc. (From April to June.)
English Language.....	—	—	2	—
Military Gymnastics ...	2	—	2	—
No. of hours per week	—	—	—	—

Third Year.

Subjects.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.
Practice	37·5	Process of Scouring, Bleaching, Dyeing, Printing, and Weaving, Designs and Principles of Design. Process of Porcelain, and Glass, manufacture and of the preparation of Cement, Bricks, Mortar, etc., Designs and Principles of Design Experiments in Chemical Manufactures, Electro-typing, Electro-plating, Brewing, etc.	37·5	Ditto.
Construction of Workshops	1	—	1	—
Book-keeping.....	1	General Book-keeping.	1	Industrial Book-keeping.
Military Gymnastics and Firemen's Exercises.....	2	—	2	—
Number of hours per week	—	—	—	—

Course of Study in the Department of Mechanical Technology.

Subjects.	First Year.				Second Year.				Third Year.			
	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.	No. of hours per week.	1st Term	No. of hours per week.	2nd Term.	No. of hours per week.	1st Term.	No. of hours per week.	2nd Term.
Mathematics	4	Algebra, Plane Geometry, Elements of Plane Trigonometry.	4	ditto.	4	Plane Trigonomatry. (continued). Solid Geometry, Elements of curves.	—	—	—	—	—	—
Physics	5	—	4	—	—	—	—	—	—	—	—	—
Inorganic Chemistry	2	—	2	—	—	—	—	—	—	—	—	—
Drawing { Free-hand ... Mechanical ...	8	—	8	—	—	—	—	—	—	—	—	—
Use of Tools	3	—	3	—	2	—	—	—	—	—	—	—
Machine Drawing	—	—	—	—	5	—	—	—	—	—	—	—
Strength of Materials ...	—	—	—	—	—	—	3	—	—	—	—	—
Special Lectures on Electricity	—	—	—	—	2	—	2	—	—	—	—	—
Various Machines used in manufactures	—	—	—	—	—	—	—	—	—	—	—	—

Prime Movers.....	—	—	—	—	—	—	—	—	—	—	—	—
Applied Mechanics	—	—	—	—	—	—	—	—	—	—	—	—
Practice	—	—	—	—	4	Principles of Mechanics, Construction of Machines, Mechanical Forces, and Strength of Materials.	—	—	—	—	—	—
Construction of Workshops	—	—	—	—	—	—	—	—	1	—	1	—
English Language.....	2	—	2	—	2	—	2	—	—	—	—	—
Book-keeping.....	—	—	—	—	—	—	—	—	1	General Book-keeping.	1	Industrials Book-keeping.
Military Gymnastics	2	—	2	—	2	—	2	—	2	Military Exercises Firemen's Exercises.	2	ditto.
No. of hours per week...	—	—	—	—	—	—	—	—	—	—	—	—

NOTE.—In the third year course, pupils are required to do practical work in one or all of the following subjects :—

(1) Construction of Original Designs and Founding.

(2) Puddling, Finishing, and Turning.

(3) Planning.

In 1890, the Apprentices' Institute attached to the Higher Commercial School was annexed to the Tōkyō Technical School under the name of the Apprentices' School. It is designed to give instruction in such subjects as are appropriate for the sons of men engaged in wood and metal works.

According to statistical investigations made at the end of the year 1891, the number of pupils in the main school was 250, and that of pupils in the Apprentices' School 54, besides 50 graduates.

There exists a technical school in the *Ken* of Ishikawa,—the only school of the kind established by any local authorities. It was originally founded by the district of Kanazawa. In 1889, it was transferred to the control of the local authorities who aimed at industrial improvement throughout the *Ken*, ever since which time it has been in a progressive condition. It is designed to give instruction both theoretical and practical, and to train practical technologists. The school is divided into two departments, artistic and general. The artistic department includes Drawing, Sculpture, Porcelain Painting, Embroidery, and Gold Lacquering, while the general department includes Dyeing and Lacquering. Shorter courses are established in both departments. The main course of the artistic department extends over five years, the shorter course over three years. The main course of the general department extends over four years, the shorter course over two years. According to investigations made at the end of the year 1891, the number of pupils was 56 in the main, and 49 in the shorter courses, while the number of graduates was 22.

Besides the public establishments above mentioned, there is one private school giving instruction in technology. According to statistical investigation made at the end of 1891, the total number of pupils in these was 464, besides 228 graduates. There are a few other schools of the kind with simple courses, but their standard is too low to allow of their being classed as special schools.

FINE ART SCHOOLS.

The remarkable development of the fine arts in this country is due not only to the æsthetic genius which the nation naturally possesses, but also to the patronage and encouragement afforded by

successive Emperors and by the various territorial lords as well as by other individuals. Thus art had reached a very high pitch of excellence and beauty before the period of the Restoration; but that event induced a process of retrogression under the pressure of military commotions; indeed the very existence of art was jeopardised. In 1879, the Department of Public Works created a Fine Art School in the Engineering College where painting and sculpture were taught under an Italian instructor; but it was abolished in 1882. In 1884, a fine art committee was appointed by the Department of Education, to discuss such questions as free-hand drawing in its relation to Japanese art methods, improvements in the teaching of drawing to be introduced into general and technical schools, and the training of competent teachers for those branches oftuition. In 1885, another committee was appointed chiefly for the purpose of preparing copy-books. But their labours proceeded no further than the elementary branches, general and deeper investigations being left untouched. Nevertheless the continual decline of art caused much regret, all the more so that none sufficiently eminent in attainments to stop the evil could be found. Therefore in 1886, certain members of the committee were sent to Europe and America to investigate and report on the subject, with the result that in 1887, the said committee was remodelled as a school, under the designation of the Tōkyō Fine Art School. The object of this institution was to preserve the heretofore excellent qualities of Japanese art, at the same time, adapting them to the needs of the time, to promote artistic development, and to determine and set forth standards of excellence, together with practical models. and also to consider means for the diffusion of the best style of drawing. With this object in view, regulations for the school were carefully elaborated, and finally established in 1888. According to these regulations, the school course was divided into two parts,—general and special, the general course to extend over two years, and the special course over three years,—the special course to comprise Painting, Sculpture, Architecture, and Design. It was determined that graduates of the general course should be eligible as teachers of general drawing, or admitted to the special course according to the decision of the conference of instructors. Regulations were also established for the post-graduate and elective courses, the former

course being established for the benefit of those pupils in the special course who might desire to pursue further their study after graduation, for a term not exceeding two years; while the latter course was provided for those who might desire to pursue one or more special subjects at their option. In 1890, the general course was remodelled as a course preparatory to the special course, and the course of design was re-organized as a course of fine art applied to industry. It was determined that those graduates of the general course who might desire to become teachers of general drawing should be required to attend the special course for another year. No remarkable results have yet been attained, perhaps owing to the short period that has elapsed since the establishment of the institution. At present the number of pupils is 189. The arrangements of the courses of study are as follows:—

GENERAL COURSE OF STUDY.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.
Drawing from Copies.	10	Lineal Drawing, Shading, and Colouring, in the most approved Japanese styles.	10	ditto.
Drawing from Nature,	6	Drawing from nature (flowers, figures, &c.) natural position and grace being chiefly attended to.	6	ditto.
Original Design.....	—	———	4	Designing from pupils' own ideas.
Modelling	8	Modelling in wood, clay, or wax.	8	ditto.
Instrumental Drawing.	3	Geometrical Drawing, Projection and Perspective.	3	ditto.
Science and Mathematics	4	———	4	———
History of the Fine Arts	—	———	2	Origin and History of the Fine Arts in Japan and other countries.
History	2	Outline History of Japan.	2	ditto.

General Course of Study.—*Continued.*

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.
Japanese and Chinese Literature	3	Reading and Paraphrase (Japanese and Chinese Compositions both in prose and verse).	3	ditto.
Gymnastcis	2	Exercises without Apparatus, Military Exercises.	2	ditto.

Special Course of Drawing.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Drawing from Copies	16	Copying in ink and colours, from the masterpieces of the Past.	8	ditto.	—	——
Drawing from Nature	10	——	10	——	—	——
Original Design.	10	——	20	——	36	——
Fine Art Analysis	2	Outline of Analysis relating to the Fine Arts, including Human and Animal Anatomy.	—	——	—	——
Æsthetics and History of the Fine Arts.....	2	Outlines of Aesthetics, History of Art, (continued).	—	——	—	——
History and Archæology.....	2	Outlines of Japanese and other Oriental Archacology.	2	ditto.	—	——
Materials and Necessary Conditions for Manipulation.	—	——	2	Nature and Use of various Materials required for Drawing, and the necessary Conditions for Manipulation.	—	——
Architectural Decoration ...	—	——	—	——	6	Outlines of Architectural Styles and Decorations.
Graduation Work	—	——	—	——	—	——

Special Course of Sculpture.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Reproduction from Models.	16	Copying after the Masterpieces of the Past, to be trained to the use of chisels.	8	ditto.	—	——
Copying from Nature.....	10	Copying from Real Objects in general.	6	ditto.	—	——
Original Design	10	Making Original Productions, and Sculptural Designs from pupils' own ideas.	20	ditto.	36	ditto.
Fine Art Analysis	2	——	—	——	—	——
Æsthetics and History of Art	2	——	—	——	—	——
History and Archæology.....	2	——	2	——	—	——
Materials and Necessary Conditions for Manipulation.	—	——	4	Various Materials employed in Sculpture, such as wax, bamboo, ivory, horn, stone, shells etc., and Manipulation.	—	——
Colouring of Sculptures ...	—	——	2	The mode of colouring to be executed on Sculptures.	—	——
Architectural Decoration ...	—	——	—	——	6	——
Graduation Work	—	——	—	——	—	——

Special Course of Fine Art Applied to Industry.

Subjects.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Design.....	6	Making Designs suitable to Metal and Lacquer Work.	6	ditto.	—	——
Æsthetics and History of Art	2	——	—	——	—	——
Moulding	11	Making Moulds after Models in Clay, Wax, etc.	10	(Imposed on those engaged in Metal Work).	—	——
History of Metal Work	1	Origin, History, Traditions, etc., of Metal Work.	—	——	—	——
Metallurgy	2	Lessons on important Points of Metallurgy relating to the Fusion and Separation of Metals.	—	——	—	——
Preparation of Lacquer	11	Lessons in the chemical elements of Lacquer, and the Mode of its Manufacture.	10	(Imposed on those engaged in Lacquer Work).	—	——
History of Lacquer Work ...	1	Origin, History, Traditions, etc., of Lacquer Work.	—	——	—	——
Applied Chemistry	2	Lessons on important points of Applied Chemistry, relating to the discharge of Colours, and their subsequent chemical changes on Lacquer.	—	——	—	——
Workshop Practice	20	Optional Practice either in Metal or Lacquer Work.	26	Optional Practice either in Lacquer Work, Casting, or Graving on Metal.	42	ditto.
Graduation Work	—	——	—	——	—	——

SPECIAL COURSE OF STUDY.

(Provided for Candidates as Teachers of General Drawing).

Drawing from Copies	14	hours	per	week.
Drawing from Nature	10	"	"	"
Original Design	6	"	"	"
Instrumental Drawing	6	"	"	"
Mathematics	2	"	"	"
(To be continued after the general course).				
Æsthetics and History of Art	2	"	"	"
Method of Teaching	2	"	"	"

The Kyōto Fine Art School owes its origin to a drawing school founded by the Municipality of Kyōto in 1880. In 1890, this institution was transferred to the City of Kyōto, and in the following year, the school regulations were revised. Its object is to preserve and foster both the fine arts and the industrial arts peculiar to our country, and to give instruction to those destined for practical pursuits as artists or designers. Two courses are provided, one of drawing and the other of industrial design, which latter is further subdivided into two sections, A and B. The course extends over five years each in the course of drawing and in section A of the course of industrial design, and over three years in section B of the course of industrial design. Besides instruction in drawing, conferences are held on application to consider the designs to be executed in various artistic manufactures, and designs are also copied on application. At the end of the year 1891, the number of pupils were 91 males and 7 females. Besides the school above-mentioned, there are a few institutions established by professional artists; but they are not of such standing as to deserve to be reckoned among the special schools.

TŌKYŌ MUSIC SCHOOL.

The Tōkyō Music School was established in 1879, as a branch of the Department of Education, under the name of the Institute of Music, and in the following year, an instructor was engaged from America. The chief object of the Institute was to investigate the theory of music, for the purpose of determining the modes of tonal combination, and also to preserve such ancient Japanese notation, songs, airs, and pieces of music as might be deemed worthy of preservation, and to prepare new compositions, if necessary, with a view to the establishment of a suitable and refined eclectic system of music. As soon as the Institute was in working order, experimental instruction was given to the pupils of the Tōkyō Normal School, the Tōkyō Female Normal School, and the Nobles' School. Regular pupils were also admitted. Fair progress was made in singing, piano-forte playing and other instruments both wind and stringed. In 1883, a fixed course of instruction was established, and the following subjects of study were prescribed:—namely, Ethics, Singing, Piano-forte, Organ, *Koto*, *Kokyu*, Harmony, the Theory of Music, the History of Music, and Methods of Teaching. The course of study extended over four years. Afterwards many pupils in the local schools who desired musical training were admitted. Besides the actual work of instruction, the Institute has done much towards the general progress of music in Japan by such miscellaneous labours as the determining of the musical instruments to be used in schools, improvements in popular music and in the method of tuning our old national instruments and the compilation and publication of music books and charts. After many changes had successively been introduced into its constitution, the Institute was finally organized as an independent institution in 1887, under the name of the Tōkyō Music School, and in 1889, the regulations were revised. According to these revision regulations, the course of study is divided into three grades, viz., preparatory, normal, and special. Pupils are first to be admitted to the preparatory course to study music in general, the course to which they shall afterwards devote themselves being left to be determined by subsequent examinations.

The normal course is designed to prepare pupils to become teachers of music, and extends over one year. The special course is designed for the training of such pupils as have special musical talent, and extends over three years.

The course of study is as follows :—

Subjects.	Preparatory Course.		Normal Course.				Special Course.					
	No. of hours per week.	One Year.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Ethics	1	Principal Points of Human Relations, and Morals.	1	ditto.	1	ditto.	—	—	—	—	—	—
Singing	10	Solo Singing.	—	—	—	—	—	—	—	—	—	—
Theory of Music	8	Grammar of Music, Exercise in copying Music.	2	Principles of Musical Sounds.	2	Elements of Harmony.	2	Principles of Musical Sounds.	—	—	—	—
Literature	3	Japanese and Chinese Literature.	2	Poetry, Poetical Composition.	—	—	—	ditto.	—	—	—	—
English Language	2	Reading and Conversation.	3	Reading, Composition Grammar.	2	ditto.	—	—	—	—	—	—
Gymnastics and Dancing	2	Exercises without Apparatus, Exercises for training the Voice, Square Dances.	2	ditto.	2	ditto.	2	ditto.	2	ditto.	2	ditto.

Subjects.	Preparatory Course.		Normal Course.				Special Course.					
	No. of hours per week.	One Year,	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Vocal Music	—	—	8	Higher Solo Singing, Two Part Singing.	8	Part Singing.	—	—	—	—	—	—
Chorus Singing	—	—	—	—	—	—	8	Higher Solo Singing, Two Part Singing and Part Singing.	1	ditto.	1	ditto.
Solo Singing	—	—	—	—	—	—	—	—	8	Training Exercises, Pieces.	6	Difficult Pieces.
Pianoforte	9	Exercises with the right, the left, and both hands.	—	—	—	—	10	Training of the hands and fingers. Exercises on the Musical Scale. Special Exercises, Pieces.	10	Exercises on the Musical Scale, Special Exercises, Pieces.	9	ditto.
Musical Instruments. Organ	—	—	10	Exercises in Fingering, Expression, Pieces.	10	Exercises in Fingering, Expression, Pieces.	—	—	8	Exercises in Fingering, Expression, Pieces.	6	Pieces.
Musical Instruments. Violin	—	—	4	Posture, Management of the Bow, Management of the Hands and Fingers, Pieces.	10	ditto.	4	Posture, Management of the Bow, Management of the Hands and Fingers.	10	Management of the Hands and Fingers, Special Exercises, Pieces.	9	ditto.

Musical Instruments.	Koto	—	—	—	—	2	Exercises in Tuning Playing on Melody and Two Parts.	—	—	—	—	—	—
	Viola, Violonello, Double-Bass	—	—	—	—	—	—	—	—	10	Postures, Management of the Bow, Management of ths Hands and Fingers, Special Exercises, Pieces.	—	—
	Flute, Clarionet Horn	—	—	—	—	—	—	—	—	8	Postures, Practice of Breathing, Management of the Hands and Fingers, Pieces.	—	—
History of Music		—	—	2	History of Japanese Music, History of European Music.	—	—	2	ditto.	—	—	—	—

Subjects.	Preparatory Course.		Normal Course.				Special Course.					
	No. of hours per week.	One Year.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	1st Year.	No. of hours per week.	2nd Year.	No. of hours per week.	3rd Year.
Education	—	—	—	—	3	Outline of the Science of Education, Method of Teaching Singing.	—	—	—	—	2	Outline of the Science of Education, Method of Teaching Music.
Foreign Language	—	—	—	—	—	—	2	English Language, Reading and Composition.	6	English Language, Reading, Composition, and Grammar.	6	English Language, Reading, Composition, Grammar. Italian Language, Pronunciation, Reading.
Science of Harmony	—	—	—	—	—	—	—	—	2	Theory and Practice of Chords and Inversions.	3	Theory and Practice of Chords and Inversions continued. Composition of Pieces.

OTHER SPECIAL SCHOOLS.

In the City of Tōkyō, there are at present eight schools of Law established by private individuals; namely, the Tōkyō Hōgaku-in, Tōkyō Hō-gakkō, Senshū-gakkō, Meiji Hōritsu-gakkō, Tōkyō Semmon-gakkō, Wafutsu Hōritsu-gakkō, Nippon Hōritsu-gakkō, and Doitsu Kyōkwai-gakkō. All these are under the special sanction of the Minister of State for Education, and are placed under the supervision of the President of the Imperial University. In 1888, regulations relating to these schools were established by the Department of Education. According to these regulations, applications for official sanction must be addressed to the Minister of State for Education through the local authorities, with a full statement of the course of study and other important particulars. The course of study in schools of this class must extend over not less than three years, and must be so framed as to include at least seven of the following subjects; viz., Jurisprudence, General Notions of Law, Constitutions, Law of Administration, Civil Law, Law of Civil Procedure, Criminal Law, Law of Criminal Procedure, Commercial Law, International Law, Financial Law, Political Economy, Statistics, History, Logic, etc. In the case of schools specially established for training pupils in the law, moot court both of civil and criminal cases must be also held. Candidates for admission must be at least 17 years of age, and must have either completed the ordinary middle school course or have passed an examination embodying the standard to be attained in ordinary middle schools in the following subjects; viz., the Japanese Language, Chinese Literature, a Foreign Language, Geography, History, and Mathematics. Whenever pupils are to be admitted, examined, or granted certificates of graduation, the fact must be reported to the Minister of State for Education, who shall thereupon appoint special committees to supervise such examinations, and to inspect the actual state of the school management and instruction. The Minister of State for Education may, if he deems it necessary, order the method of management and of instruction to be altered, and he may withdraw his sanction, should the status of the schools in question in his opinion no longer fit them for official sanction. There exist

certain schools which were officially sanctioned according to these regulations. In 1890, it was ordained that the entrance examinations of the candidates for admission to the private schools under the special sanction of the Minister of State for Education should be held in the higher middle schools, and the procedure to be followed on such occasions was prescribed. There are also schools which are officially sanctioned to be of no lower standing, in respect of the subjects of study and the standard to be attained, than the middle schools. But it is not deemed necessary to give detailed accounts of these institutions here.

Of other special schools both public and private, may be mentioned 11 of Mathematics, 3 of Philosophy, 2 of Drawing and one each of Literature, Political Economy, Navigation, and Surveying. According to statistical investigations made at the end of the year 1890, the aggregate number of pupils was 2,214, while that of graduates was 172.

FEMALE SCHOOLS.

Up to the time of the Restoration of the Emperor to supreme power, female education in Japan was chiefly left to the home circle, and no provision was made for the instruction of girls in educational institutions. But this defect has been gradually supplied, as a consequence of the recent advances in civilization. The Department of Education took the first step in this direction in 1872, by instituting the Tōkyō Female School. The course of study in that institution extended over six years, and included Japanese Literature, the English Language, Handiwork, and Miscellaneous Work. A preparatory course was also provided, in which instruction was given for two years. During the years 1875-76, the number of pupils had much increased, and they had made such progress, that the standard of instruction was gradually raised. However, in 1877, the institution was abolished, and a special female course was instituted in the Tōkyō Normal School for Females. In 1882, a new Higher Female School was organized in connection with the Tōkyō Normal School for Females, and a higher general course was taught with the view of producing refined and gentle women, the principles of morality being taken as the basis of instruction. The subjects of study were Morals, Reading, Composition, Writing, Arithmetic, Geography, the History of Japan, Natural History, Physics, Chemistry, Drawing, Sewing, Etiquette, Household Management, Music, and Gymnastics. The course of study extended over five years. The school was afterwards placed under the control of the Bureau of General Supervision in the Department of Education, and then became an independent institution. But at present, it is attached to the Higher Normal School for Females, the course of study being as follows:

Subjects.	1st year class.				2nd year class.			
	No. of Hours per week.	First Term.	Second Term.	Third Term.	No. of Hours per week.	First Term.	Second Term.	Third Term.
Morals	1	Principal points of human relations.	ditto.	ditto.	1	ditto.	ditto.	ditto.
Japanese Language	4	Reading and Composition.	ditto.	ditto.	4	ditto.	ditto.	ditto.
English Language	6	Reading, Paraphrase, Composition, Dictation and Writing.	ditto.	ditto.	6	ditto.	ditto.	ditto.
Mathematics / Science	3	Arithmetic.	ditto.	ditto.	3	Book-keeping.	Algebra, Elements of Geometry.	ditto.
Geography and History	2	Japanese and Foreign Geography.	ditto.	ditto.	2	Japanese History.	ditto.	ditto.
Household Management	4	Sewing of different sorts of garments.	ditto.	ditto.	4	ditto.	ditto.	ditto.

Higher Female School.

3rd year class.	No. of Hours per week.	1	4	6	3	2	4
	First Term.	ditto.	ditto.	Reading, Paraphrase, Composition, Grammar, and Conversation.	Physics.	Foreign History.	ditto.
	Second Term.	ditto.	ditto.	ditto.	Chemistry. Physics.	ditto.	ditto.
	Third Term.	ditto.	ditto.	ditto.	Mineralogy. Chemistry.	ditto.	ditto.
4th year class.	No. of Hours per week.	1	4	6	2	2	6
	First Term.	ditto.	ditto.	Reading, Paraphrase, Composition, Grammar, Translation, and Conversation.	Botany.	ditto.	Sewing of different sorts of garments, and matters relating to clothing, food and residence.
	Second Term.	ditto.	ditto.	ditto.	ditto.	Physical Geography.	ditto.
	Third Term.	ditto.	ditto.	ditto.	Zoology. Botany.	ditto.	ditto.
5th year class.	No. of Hours per week.	1	4	6	3	|	8
	First Term.	ditto.	ditto.	ditto.	Physiology.	|	Sewing of different sorts of garments, Principal points of House-management, and Home Education.
	Second Term.	ditto.	ditto.	ditto.	Hygiene, Physiology.	|	ditto.
	Third Term.	ditto.	ditto.	ditto.	ditto.	|	ditto.

Course of Study of the Higher

Subjects.	1st year class.				2nd year class.			
	No. of hours per Week.	First Term.	Second Term.	Third Term.	No. of hours per Week.	First Term.	Second Term.	Third Term.
Writing and Drawing	3	*Kalsha, Gyosha and Sosha.** Free hand Drawing.	ditto.	ditto.	3	ditto.	ditto.	ditto.
Singing	2	Solo Singing.	ditto.	ditto.	2	ditto.	ditto.	ditto.
Gymnastics	2.5	Common Gymnastics.	ditto.	ditto.	2.5	ditto.	ditto.	ditto.
Total	25	9	9	9	25	9	9	9

Note.—In the number of hours of instruction above

* Square, Current and Grass

FEMALE SCHOOL.—*Continued.*

3rd year class.				4th year class.				5th year class.			
No. of hours per Week.	First Term.	Second Term.	Third Term.	No. of hours per Week.	First Term.	Second Term.	Third Term.	No. of hours per Week.	First Term.	Second Term.	Third Term.
3	ditto.	ditto.	ditto.	2	Free hand Drawing, Ink-Drawing.	ditto.	ditto.	2	ditto.	ditto.	ditto.
2	Solo Singing, Two part Singing.	ditto.	ditto.	2	Two-part Singing and Part Singing	ditto.	ditto.	1	ditto.	ditto.	ditto.
2.5	ditto.	ditto.	ditto.	2.5	ditto.	ditto.	ditto.	2.5	ditto.	ditto.	ditto.
25	9	9	9	25	9	9	9	25	8	8	8

indicated is not included that for Gymnastics.
hand Chinese Characters.

In regard to the female schools established by the local authorities, it may here be remarked that a female school was organized in the *Fu* of Kyōto in 1872. About the year 1879, female schools were established in the *Ken* of Kagoshima, Yamanashi, Tokushima, Gifu, and Tochigi. But as unsuitable subjects were often introduced into the courses of such schools, an instruction was once issued by the Department of Education to guide the local authorities in framing their school regulations. In 1882, when the Department of Education established the Higher Female School, the regulations of the various similar institutions established by local authorities were greatly improved and assimilated to those of the school above mentioned. About this time, new female schools were opened in several localities, so that by the end of the year 1885, the number of these schools had increased to 9, including government and public establishments. Nevertheless, this number being still very small when compared with the vast importance of female education considered in the abstract, many persons interested in education have clamoured for the establishment of more female schools, and private schools of this class have recently been established in various prosperous districts. Among these the Kyōritsu Joshi Shokko-gakkō, Tōyō Eiwa-gakkō, Joshi Seiritsugakkō, Meiji Jo-gakkō, and Tōkyō Jo-gakwan call for special mention.

According to statistical investigations made at the end of 1890, the number of public higher female schools was 7, and that of private schools 21, while the number of pupils was about 3,000. Although female education would seem to have made tolerable progress, it is exposed to the continual vicissitudes of the times, and is not yet as firmly established as that of the males. Thus there is as yet no educational equality between the sexes.

MISCELLANEOUS SCHOOLS.

"Miscellaneous Schools" are institutions established in various localities, whose regulations and subjects of study correspond neither with those of elementary schools, middle schools, nor special schools. According to statistical investigations made at the end of the year 1891, there were one thousand and seven hundred such schools. The subjects of study in most of them are simple and easy; but in some, Law, Medicine, Philosophy, etc., are taught. It is not easy to classify these schools, but speaking generally, they may be distinguished as schools for Japanese and Chinese Literature, for the English Language, for French, German, or Russian, for Law, Medicine, Philosophy, Navigation, Commerce, Mathematics, Book-keeping, Writing, Drawing, Handiwork, Veterinary Surgery, Obstetrics, Arithmetic, Singing, Statistics, Industry, etc. There are 703 schools for Japanese and Chinese Literature, 245 for the English Language, 157 for Handiwork, and 128 for Mathematics. On the other hand, writing schools which were formerly very numerous, are now rapidly decreasing. This is because the recent progress in arts and sciences, as also the daily occupations of the people, has made the latter feel the necessity of studying over more useful subjects, and not contenting themselves with a mere knowledge of writing. The prefectures of Niigata, Hiroshima, and Fukuoka support commercial schools at public expense, which are regarded as the most important institutions of those localities. A few further improvement would qualify these institutions to rank as special schools. Among the foreign language schools maintained by private individuals in the city of Tōkyō, some are attended by over a thousand pupils, most of whom are prepared for admission either to the higher middle schools or to special schools.

BLIND AND DUMB SCHOOLS.

Formerly there was no established system of education for the blind and dumb in this country. The blind were taught acupuncture, massage, and music, and the dumb, some manual occupation, only so far as to enable them to earn their livelihood. The first institute for the blind and dumb, where efficient means of education were afforded, was established in Kyōto. The institute was originated by private enterprise in 1878, but it was, in the following year, transferred to the care of the municipality. The course of study which was a modification of the elementary school course, included Reading, Dictation, Composition, Geography, Arithmetic, and Writing. Writing in Relief and Oral Instruction were added for the blind; and Articulation, and Conversation by manual alphabet, and Drawing for the dumb; as also Sewing, especially for the female pupils. The course of study extended over five years. Besides the regular course, one year's special course was provided for the purpose of giving the pupils a good start in some industrial pursuit. Pupils were furnished before admission with full particulars of the course, with figures in relief (in the case of the blind) and diagrams of manual gesticulation (in the case of the dumb). They were then sent for a year to the lower class of an elementary school, in order that they might hear or observe the studies of regular pupils. When they reached the age of seven years, they were admitted to the Institute. Although only a few years have elapsed since the establishment of the institute, so much good work has been done that its future success is quite ensured. In 1880, a course of instruction extending over four years, was organized with a view of training the pupils in mechanical occupations. There were many applications for admission in response to the notice issued by the municipality for admitting blind and dumb persons between 13 and 30 years of age. At this time, the institute was encouraged by an Imperial donation consisting of money and buildings; and many new devices were introduced into the system of instruction, and many additions to the buildings were made. After the lapse of a few years, the pupils had made considerable progress,

and the articles manufactured by those of the mechanical course were really well executed.

In the year 1884, a great improvement was introduced into the course of study, which was divided into general and special courses both for the blind and dumb. The general course extended over six years, and the special courses over five years. The subjects of study in the general course for the blind were Morals, Reading, Writing, Arithmetic, Geography, History, Object Teaching, Natural History, Training of the Senses, (touch, smell, and hearing), Physics, Sewing, Gymnastics, and Singing. The subjects of study in the general course for the dumb were Morals, Articulation, Reading, Writing, Arithmetic, Geography, History, Drawing, Object Teaching, Natural History, Physics, Sewing, and Gymnastics. The subjects of study in the special course for the blind were Music and Acupuncture, together with some supplementary subjects. The subjects of study in the special course for the dumb were Drawing, (both Japanese and foreign), Writing, Cutting and Graving, Forging, Fine Work, Gold Lacquer work, Joinery with Chinese wood, Sewing, Embroidery, and Thread Work. Some supplementary subjects were also added, but these may be modified or selected according to the capacity and taste of the pupils. Morals may also be taught to the pupils of the special course. Candidates for admission to the institute must be between six and thirty years of age, though the limit may, in special cases, be extended to forty years. Those who desire to enter the special course must have completed the general course, but pupils who are poor or over ten years old may be admitted after three years of the general course. Poor pupils over twelve or fourteen years of age may be admitted immediately to the special course. Under certain circumstances, some of the subjects in the general course may be omitted, and the special course may be taken with other subjects of the general course. Those who are not resident within the jurisdiction of the *Fu* of Kyōto must pay a tuition fee of 30 *sen* per month. The expense of poor pupils are defrayed by granting loans to them, and the amount of money to be lent is divided into three classes. Daily wages of from 2 to 25 *sen* are paid to those who are learning a trade at the discretion of the instructors. These wages may be used to liquidate a part of the debts of those to whom loans have been granted. At the end of

the year 1890, there were 42 blind pupils, and 45 dumb pupils. The articles manufactured by them were shown in exhibitions both domestic and foreign, and elicited commendation.

Next to the Kyōtō Blind and Dumb Institute comes the Osaka Model Instituate for the Blind and Dumb, which was established by the local government of Osaka. The length of the course and subjects of study were similar to those of the Institute of Kyōtō, the only difference being that, from the first, the blind were taught Singing, Music, and Manual Work, and the dumb physics and chemistry. This institute, though doomed to abolishment by the decision of the local assembly in 1880, was fortunately kept up by voluntary contributions, its organization being still in a limited condition.

During the years 1875–76, a philanthropical society was formed in Tōkyō, with the object of establishing an institute wherein the blind and dumb might be taught to gain an independent livelihood. This benevolent undertaking being brought to the hearing of the Emperor, His Majesty granted a certain sum of money to the society. In the year 1880, the institute for the blind was first established, dumb pupils being also admitted. After some vicissitudes of experience, the course of study was fixed in 1882, and divided into a higher and a lower section. Each section was subdivided into five classes, training in manual work being specially added. The course of study extended over six years. There were three classes of pupils, the first being supported by the institute, the second by loans, and the third defraying their own expenses. In 1884, the institution was renamed the Blind and Dumb Institute. This institute was hitherto supported by private individuals, but the funds being insufficient, its existence was often in jeopardy. Therefore, at the end of the year 1885, application was made to the Department of Education to the effect that the institute might be placed under the control of the Department, together with its buildings and funds. The Department of Education felt the need of providing instruction for the blind and dumb, and considered that the establishment of a model institution of the kind would prove of benefit to the cause of education. The application was therefore granted, and the institute came under the control of the Department of Education. In 1886, the present regulations was framed and the course was divided into two sections,—Ordinary and Industrial. The

Ordinary Section for the blind comprises the Japanese Language, Arithmetic, Conversation, and Gymnastics. In the Industrial Section for the blind, music is taught and also the trade of massage. The Ordinary Section for the dumb comprises Reading, Writing, Composition, Arithmetic, Written Conversation, and Gymnastics. The Industrial Section for the dumb comprises Drawing, Graving, and Cutting, Joinery, and Sewing. Experiments made of teaching Articulation in connection with Reading were attended with fair results. Pupils are allowed to study one or two subjects of the Ordinary Section, together with one or two subjects of the Industrial Section. Pupils are also at liberty to select any subject of the Ordinary or Industrial Section, on the application of their parents or guardians. Applicants for admission must be between eight and eighteen years of age. The course of massage extends over two years, and those of all other subjects over five years; but those who are under twelve years on admission are exempted from the above rule. The tuition fee is 50 *sen* per month, but a whole or partial remittance may be allowed in the case of poor pupils. The expense of board in the dormitory is about 3 *yen* per month. In 1887, acupuncture was added to the Industrial Course for the blind, to be tried as an experiment. In the same year, the name of the institution was changed to that of the Tōkyō Blind and Dumb School, and the construction of new buildings was commenced, with a view to enlarge the school organization. Since its removal to the new buildings, which were completed in 1891, thorough arrangements have been been made in respect of the method of instruction, etc. At the end of the same year, the number of pupils was 72, while those who had completed their course of study since the establishment of the institution numbered 44.

The courses of study are as follows:

Ordinary Section for the Blind.

Subjects.	Japanese Language.	Arithmetic.	Conversation.	Gymnastics.
First Year.	50 Sounds, Impure Sounds, Semi-pure Sounds, etc. *Katakana.* Names of Objects. Oral instruction of Phrases.	Counting. Addition and Subtraction.	Conversation on Morals and Etiquette. Conversation on the Points of the Compass, Roads, Drains, etc.	Games, Calisthenics.
Second Year.	Meaning and use of words. Oral instruction and Spelling of Phrases.	Addition, Subtraction and Multiplication.	ditto. Conversation on Geography.	ditto. Hand-exercise.
Third Year.	ditto. Oral instruction and Spelling of Common Sentence and Letters.	Multiplication. Division. Weights, Measures. and coins.	ditto. Conversation on Geography, History, and Science.	ditto.
Fourth Year.	ditto. Elements of Poetry.	ditto. Miscellaneous Problems.	ditto. Conversation on such important subjects as should be kept in minds.	ditto.
Fifth Year.	ditto.	ditto.	ditto.	ditto.

Industrial Section for the Blind.

Subjects.	Music.	Acupuncture.	Massage.
First Year.....	*Koto.* *Samisen.* Organ. Exercises with Right Hand. Exercises with Left Hand. Exercises with Both Hands. Exercises in Major Scale. Singing Solo Singing.	Penetrating Needle into radish, etc., floated in water. Mode (No. 1) of inserting Needle.	Mode of Rubbing. Lectures on Human Anatomy and Physiology.
Second Year....	*Koto.* *Samisen.* *Organ.* Exercises with Both Hands. Exercises in Major Scale. Singing Solo Singing Two Part Singing.	Modes (Nos. 2 and 3) of inserting Needle.	ditto. Massage of the Abdomen.
Third Year ...	*Koto.* *Samisen* and *Kokyū.* Organ. Exercises with Both Hands. Exercises in Minor Scale. Exercises on Pieces. Pianoforte, or Violin. Singing Two Part Singing.	Mode (No. 4) of inserting Needle. Particular Names and Places for Acupuncture.	Practice.
Fourth Year ...	*Koto.* *Samisen* and *Kokyū.* Organ. Exercises with Both Hands. Exercises in Minor Scale. Exercises on Pieces. Pianoforte, or Violin. Singing Two Part Singing Part Singing.	Mode (No. 5) of inserting Needle. Lecture on Anatomy and Physiology.	——
Fifth Year.....	*Koto.* *Samisen* and *Kokyū.* Organ. Exercises with Both Hands. Exercises on Musical Scale. Exercises on Pieces. Pianoforte, or Violin. Singing Part Singing.	Practice. Names of Diseases.	——

Ordinary Section for the Dumb.

Subjects.	Reading.	Writing.	Composition.	Arithmetic.	Writen Conversation.	Gymnastics.
First Year.	*Katakana*, *Hiragana*, Figures, Simple Words and Short Phrases in Syllabic Writing, Articulation.	*Katakana*, *Hiragana*, Figures, Simple Words in Syllabic Writing.	Simple Words and Short Phrases in Syllabic Writing.	Counting, Addition, Subtraction.	——	Games, Calisthenics.
Second Year.	Simple Words and Short Phrases in Syllabic Writing, Simple Chinese Characters, Short Phrases mixed with Chinese Characters, Articulation, Conversation.	*Kaisho*, *Gyosho*, Simple Chinese Characters, Short Phrases mixed With Chinese Characters.	ditto. Short Phrases mixed with Chinese Characters.	Addition, Subtraction, Multiplication.	Conversation.	Games, Hand Exercise, Exercise with Apparatus.
Third Year.	ditto. Sentences mixed with Chinese Characters.	*Kaisho*, *Gyosho*, ditto, and Family Names.	Short Phrases mixed with Chinese Characters.	Multiplication, Division, Weights, Measure, Coins.	Conversation, Conversation on Science.	ditto.
Fourth Year.	Short Letter Writing, Sentences mixed with Chinese Characters, Conversation.	*Gyosho*, *Sōsho*, Short Letter Writing.	Short Letter Writing, Sentences mixed with Chinese Characters.	Division, Miscellaneous Problems.	Conversation, Conversation on Geography and Science.	ditto.
Fifth Year.	ditto. Letter Writing.	*Gyosho*, *Sōsho*, Letter Writing.	ditto. Letter Writing.	Miscellaneous Problems.	Conversation, Conversation on History and Science.	ditto.

Note.—Articulation and Conversation may be taught according to the character of pupils.

Katakana and *Hiragana* are the two different kinds of the Japanese syllabary.

Kaisho, *Gyōsho*, and *Sōsho* are the square, current, and glass-hand Chinese characters, respectively.

Industrial Section for the Dumb.

Subjects.	Drawing.	Sculpture.	Joinery.	Sewing.	
First Year.	Lines and Line Decoration. Shading and Decoration with Shading. Color, and Color Decoration.	Use of Tools.	Small boxes, etc.	Needle Management. Sewing of Shirts, etc.	
Second Year.	Birds and Flowers from Copy-books, Decoration with Birds and Flowers. Birds and Flowers from Nature, and decoration with the same.	Boxes, Trays, Stands with Decorative Designs.	Boxes, Trays, Stands etc.	Shirts, Unlined Garments, Lined Garments and Wadded Garments.	
Third Year.	Landscapes from Copy-books and Original designs. Human Figures from Copy-books and Original Designs.	Relievo (Flowers, Grass, Birds and Beasts).	Tables, Chest of Drawers.	Lined Garments Wadded Garments, Coats, Loose Trousers, Belts, etc.	Shirts and other Garments in European Style for Children. Use of Sewing-Machine.
Fourth Year.	Landscapes from Nature. Human Figures from Life. Decoration with Human Figures.	Round (Birds & Beasts). Relievo (Landscape). Plaster-casts.	Desks, Book-cases.	Coats, Trousers, Belts, Socks, Drawers etc.	ditto. Bed-clothes, etc.
Fifth Year.	Drawing from Nature. Original Composition.	Round and Relievo (Human Figures). Plaster-casts.	ditto to be made with Chinese Woods.	Clothes (in European Styles).	ditto.

KINDERGARTENS.

The first kindergarten in Japan was that established by the Department of Education, in connection with the Tōkyō Female Normal School in 1876. The organization (after the Fröebel method) was as follows:—Children under school age were to be trained with the object of fostering moral virtues, promoting physical development, unfolding the intellectual faculties, accustoming them to social intercourse, and training them in good habits; the infants, both male and female, were to be not under three, nor over six years old, they were divided into three groups according to ages, and the kindergarten course comprised the following three branches, viz., Object Lessons, Æsthetics, and Intellect. In 1878, a training course for conductors was established in the kindergarten, and women between twenty and forty years of age, of good moral character, of sound health and constitution, able to read ordinary writing, and possessed of a general knowledge of arithmetic, were selected and taught the more important subjects of the infant course, for a term of one year, while the compilation of text-books for the kindergarten was also undertaken. But afterwards it was considered by the Department of Education to be proper for the pupils of the Female Normal School to study the kindergarten method. In 1880, the original training course for conductors was, consequently, abolished, and the kindergarten method was included in the curriculum of the main school, for one year previous to graduation; while at the same time the pupils of the main school practically taught infants in the kindergarten.

In the year 1884, the regulations of the kindergarten were revised. By this revision the kindergarten was designed as a practising infant school for the pupils of the Femal Normal School, and as a model for other kindergartens; the five fundamental principles of human society such as loyalty, filial piety, etc., being made the basis of instruction. Infants, both male and female, admitted to the kindergarten were, as a general rule, to be between three and six years of age. The kindergarten has now been connected with the Higher Normal School for Females, and its organization is better regulated. A fee of 1 *yen* 50

sen per menseum is charged on each infants. The course of training comprises Morals, Object lessons, Block-laying, Plank-laying (Stick-laying and Ring-laying), Drawing (Paper-perforating and Embroidery), Papercutting (Paper-plaiting and Paper-weaving), Paper-folding, Peas-work, Clay-work, Joining, Singing, and Games. The number of weekly hours for training is about 20.

Previous to the establishment of the Kindergarten in the Tōkyō Female Normal School, some localities had already attempted to establish institutions of a similar kind. In the year 1879, there were two public kindergartens; namely, the model kindergarten in the *Fu* of Osaka, and one belonging to the Kagoshima Female Normal School. These kindergartens were organized in imitation of the government institution, and a training course for conductors was provided in each of them. Afterwards the number of kindergartens gradually increased. In the year 1881, the regulations for the establishment or abolition of *Fu* and *Ken* kindergartens were established by the Department of Education, and those for the establishment and abolition of town or village and private kindergartens by the *Fu* or *Ken* authorities. About this time, many parents were anxious for their young children to be instructed in the same way as those of school age. This being considered injurious to their mental and physical development, orders were issued by the Department of Education to the local authorities to cause all infants under school age to be trained according to the kindergarten system; the tenor of this instruction being that asylums for infants should be established, or that infants should be trained in the schools, by means of gifts, games, etc., according as local conditions might dictate. According to investigations made in the year 1885, the number of kindergartens throughout the country was then only 30. But of recent years, it has so considerably increased that the supply of good conductors has been found to be greatly deficient, and such local authorities as the *Fu* of Tōkyō and Kyōtō have at varions times deemed it necessary to open institutes for conductors in order to supply the said deficiencies. According to statistical investigations made at the end of 1891, the number of kindergartens was then 189, and that of conductors 415, while the number of infants was 12,484.

ACADEMY.

It was thought absolutely indispensable for the advancement of our national civilization to organize an assembly of learned men, where important questions connected with education might be discussed, and the means for the promotion of science and art be investigated, with a view to exercising beneficial influence on education in general. The result of this consideration was the establishment, in the month of January, 1879, of the Academy, which those persons of profound learning who had meritoriously laboured in the field of literature were invited to join, and where they received liberal treatment. According to the regulations then established, the number of members was fixed at 40, of whom the first seven were to be nominated by the Minister of Education, the others being elected by those first nominated, subject to the Minister's approval. Each member received an honorarium of *yen* 300 per annum. The President was elected from among the members, his term of office being five years. The members met at least once a month, when educational matters were discussed, and speeches or lectures were delivered. Questions were proposed by members or by the Minister of Education, all the proceedings being published in the Journal of the Academy. The members were at liberty to deliver speeches or lectures on any subject in which they might be specially proficient. In 1881, the regulations were revised, a vice-president being added, and the term of office for both president and vice-president being fixed at one year. In 1885, the regulations were again revised. The number of members continued to be 40 as before, but the mode of election was changed, 15 members being nominated by the Emperor, and 25 by the members, subject to the approval of the Minister of Education. The president and two managers were to be elected annually. It was also provided that an annual honorarium of *yen* 150 should be granted to each member of the Academy, and that an extra honorarium of *yen* 150 should be granted each to the president, the managers, and those members who, being over seventy years of age, should be considered to have laboured specially meritoriously for the advancement of

science or art. In 1886, the above regulations were again amended, it being provided that an honorarium of *yen* 300 should be granted each to the president and managers, and also to certain members over sixty years of age, up to the number of ten. It was also provided that the monthly lectures given by the members of the Academy should be open to the public. According to investigations made at the end of the year 1891, 135 sessions had been held since the organization of the Academy, and 92 Parts of the Journal had been published. The number of members elected by the Emperor was 2, while twenty-five had been elected by the members themselves, so that the total number fixed by the regulations has not yet been reached.

EDUCATIONAL MEETINGS.

In the beginning of 1876, educational officers, school-district managers, school teachers, and other officials from the one *Fu* and eight *Ken* comprised in the 1st grand school district formed a society for the discussion of important points connected with educational organization. The society held its meetings in Tōkyō, and its proceedings were printed and distributed among the members. This was the earliest of our educational societies. Afterwards similar associations were successively formed in the 2nd, 2rd, 4th, and 7th grand school-districts; and although the grand school-districts were dissolved in 1879, and changes have subsequently occurred in the *Fu* and *Ken* which had formerly constituted each grand school-district, similar associations still continued to be formed. As soon as the above associations had been formed, each *Fu* and *Ken* also established its own regulations for meetings similar to those of the above: and school-district managers, elementary school teachers, and others were called together once or oftener each year. But most of the above meetings were occupied chiefly with discussions on matters relating to educational administration; and such questions as the theory of education, methods of teaching, school management

etc., scarcely ever came up as subjects of debate. During the years 1879–80, many local educators associated themselves for the purpose of educational discussion; but in many cases, there being no definite regulations to control the members within their proper sphere of action, apprehensions were entertained by the Department of Education that these discussions might not prove beneficial to the public interest. Therefore in the year 1881, an order was issued to the effect that the regulations of any educational societies about to be established should be submitted to the Department of Education for approval, while those of similar societies to be established in the *Ku*, towns, or villages, should be subject to the approval of the local authorities. In 1882, the Department of Education called a meeting consisting of the chiefs of educational offices, directors of normal schools, etc., of all the *Fu* and *Ken*. The purpose of this meeting was to inquire into the practical working of various educational regulations, and at the same time to suggest various plans, clearly indicative of the intentions of the Department with regard to educational administration. This meeting helped greatly towards carrying the revised Code of Education into operation. Since that time, various educational meetings have been held in each *Gun* and *Ku*, and persons interested in education have joined to form associations in their respective *Fu* or *Ken*. At present, such associations exist everywhere throughout the empire. According to investigations made in the year 1890, the number of such societies amounts to over 700, while that of the members is estimated at over 100,000. Although the different societies differ from each other in their nature and objects, still all are chiefly engaged in such labours as promote the interests of education in the respective localities. Most of them hold monthly meetings, and publish educational journals. General meetings are held once a year, when educational subjects are discussed. The most prosperous of these associations is the Educational Society of Japan, which numbers over 3,700 members. Its object is to assist in the diffusion, improvement, and advancement of education in this country. One of the members of the Imperial family is its Honorary President. Since its establishment, it has been the vehicle for very numerous addresses, lectures, and discussions; its members have been sent to various districts to deliver addresses

or lectures at the request of local educational societies. A journal and other educational books have been published by the Society, which has also established a popular library. Besides the societies above mentioned, these are many scientific associations, which have issued various publications embodying the results of scientific investigation, and thus aiding greatly in the promotion of knowledge.

The earliest educational magazines were those published by the Department of Education in 1873, under the title of Bulletins of the Department of Education. They were intended to contain accounts of the diffusion and progress of education in this country, and also translations from foreign newspapers on matters connected with education. Afterwards these Bulletins were published once or twice monthly and distributed among the *Fu* and *Ken*. They were found of great value to educators at that time, but ceased to be published at the beginning of 1884. Since 1877, various educational magazines have been published by private individuals. At present, there are many such magazines issued weekly, fortnightly, or monthly, most of them being published by educational societies. There are also several educational newspapers published daily.

LIBRARIES AND EDUCATIONAL MUSEUMS.

Public libraries, professedly such, had been very scarce before the reign of His present Majesty, but large quantities of books had been collected together for the use of scholars in the schools established by the Tokugawa Government and by the feudal lords. After the Restoration of the Emperor to power, these books were stored away by the government or presented to various schools. At length, most of them found their way either to the Tōkyō Library or to the Record Bureau of the Cabinet, the former being the only establishment accessible to the public at that time. Since the establishment of the Tōkyō Library, other libraries both public and

private have been successively founded in various localities. The Tōkyō Library, which was first established in 1872 by the Bureau of Museums in the Department of Education, temporarily occupied the lecture hall of the Old University, in which were arranged the Japanese and Chinese books belonging to the University, together with the European books belonging to the old *Nankō*. Moreover, new books continued to be added from time to time. In 1873, this library was amalgamated with the Bureau of Exhibitions. In 1875, it was again brought under the control of the Department of Education, under the name of the Tōkyō Library; but as all the books were retained by the Bureau of Exhibitions, the Tōkyō Library was practically a new institution. The Department of Education supplied it with more than 20,000 volumes, and regulations were also established that one of the printed copies to be delivered by all publishers to the Copy-right Office then under the Department of Education, should be presented to the Library. Even after the transfer of all copy-right to the Department of the Interior, and the frequent revision of the regulations relating thereto copies of all publications have been invariably received by the library. About 3,000 Japanese and Chinese volumes were subsequently presented to it by the Imperial Household Department, and such books as had been formerly in the possession of the principal schools were also presented to it by the Department of Education. In 1876, a law library was established in connection with the Tōkyō Kaiseigakkō, and the law books of the Tōkyō Library were transferred to it. In 1877, the educational books contained in the library were given to the Educational Museum, some of those in the Law Library to the Kaiseigakkō; and the others, together with the site and buildings to the municipality of Tōkyō, so that the library might remain open to the public as before. In 1880, it was again placed under the control of the Department of Education. In the meantime, the number of visitors had gradually increased, reaching, in 1884, the number of 115,986; this being the greatest number since the establishment of the library, and averaging 359 per day. In the following year, the library was removed to the buildings of the Tōkyō Educational Museum, and all the books contained in the latter were added to the former. Up to this time, free admission having been

granted to the public, the library was so much overcrowded as to disturb those engaged in scientific investigations, more particularly so after its removal to the present site, where the reading-rooms are not sufficiently commodious. Consequently it was determined that admission fees should be charged to visitors, and all popular publications be withdrawn from the reading-room. Although such fees may seem to some repugnant to the true aim of a public library, the restriction was almost unavoidable in order to render the library useful to its fullest extent. Since then, the number of visitors has greatly decreased. The library being a consulting one no permission was at first granted for taking books out. But regulations for special permissions to that effect were afterwards established on account of the absence of a satisfactory circulating library. In 1888, new regulations were prescribed for borrowing books. In order to secure a fuller organization of the library, a student was sent abroad to study the subject of library management. At present, the organization of the institution is nearly complete, and the number both of books and of visitors is increasing from year to year. The reading-rooms are divided into special and ordinary sections, and are large enough to admit about two hundred readers. There are also two kinds of catalogues methodically arranged; namely a card-catalogue, and a printed catalogue. The compilation of a complete catalogue to be arranged in alphabetical order is now about to be undertaken.

According to investigations made at the end of 1891, the number of volumes contained in the library was 294,344, whereof 132,427 belonged to division A, and 16,197 to division B. Those in division A are accessible to the public, while those in division B are either duplicate volumes or volumes deemed improper for public perusal. The number of visitors was 59,717, showing a daily average of 178.20, and the number of volumes perused during the year was 388,305, which shows a daily average of 1,159.20 volumes.

With regard to the local libraries, it should be mentioned here that one library was established in Kyōto and two in Ōsaka in 1873. The number of libraries gradually increased till 1877, when there were as many as ten in various localities. After the revision of the Code of Education in 1880, regulations were issued by the Depart-

ment of Education, concerning the establishment and abolition of public and private libraries. But the local libraries were always in a varying condition. According to investigations made at the end of 1891, there were then 8 public libraries and 11 private libraries the number of volumes contained in the two classes together not exceeding 72,261. Among the principal local libraries may be mentioned those under the control of the *Ken* of Tokushima and Miyagi, and the private libraries in the city of Tōkyō and the *Ken* of Kōchi. These contain an immense number of books and are more numerously attended than any others. Most of the local libraries, however, are as yet in a somewhat poor condition.

The Tōkyō Educational Museum was first known under the name of "Office of Productions." In the year 1871, it was placed under the Bureau of Museums in the Department of Education, and the Taiseiden at Yushima was used as the exhibition building. In 1873, it was amalgamated with the Office of Exhibitions. In 1875, it was again brought under the Department of Education, and designated as the Tōkyō Museum. In 1887, a new building was erected in Ueno, Tōkyō, which was opened under the name of the Educational Museum, with a view of extending the benefits of education to the general public. A reading-room was also established in connection with this Museum in which are provided educational works accessible to the public. The Museum was prepared to give assistance, if necessary, to such local authorities or schools as should desire to purchase books or apparatus from foreign countries, or to lend articles, if necessary, to those desiring the use of them as models. In 1878, it was determined that free access to the simpler specimens of physico-chemical apparatus should be granted, if necessary, to those desiring the use of them as models, and that assistance should slso be afforded in the purchase of such articles. In 1879, the regulations were revised, and an improved system of arrangement was introduced. Meetings of learned societies also began to be held for proposes of scientific investigation with reference to the articles arranged in the Museum. In 1880, a special room was set apart for *bonâ fide* educators who desired to examine the [illegible] articles exhibited, with a view to elaborating theories there- [illegible] also determined that in case of public schools desiring

to borrow articles for the purpose of illustrating lectures, only those of which duplicate specimens existed in the Museum should be lent for the purpose. In 1881, a catalogue was published, with explanations of the more complex articles. In 1884, scientific men were requested to give lectures on arts and sciences to those teachers who were engaged in schools in Tōkyō and the neighboring provinces, the articles in the Museum being used to illustrate such lectures. In 1886, a special room was set apart for the benefit of students of zoology, botany, and mineralogy. The number of visitors constantly fluctuated from year to year, the maximum number in any single year amounting to over 200,000. The number of articles exhibited in the Museum was over 25,000. In 1889, the object of the Museum was somewhat altered, the institution being annexed to the Higher Normal School, and it now being designed to exhibit educational articles exclusively. Thereupon all the zoological, botanical, and mineral collections, together with those of archæology, etc., were transferred to the care of the Imperial Museum. Consequently the number of articles at the end of the year 1891 was only 14,434, and that of visitors also decreased to 11,907. On the other hand the Imperial Museum hereby enlarged its collections; and it has also undertaken to carry out the contracts for exchange of articles which had been made between the Educational Museum and Museums in foreign countries.

(REFERENCE).

ORGANIZATION OF THE TŌKYŌ LIBRARY.

Art. I. The Tōkyō Library under the control of the Minister of State for Education is a place where Japanese as well as foreign publications and manuscripts, both ancient and modern, are collected and preserved. It is designed for the use of the public for the purposes of study or reference.

Art. II. The following officials shall be appointed in the Tōkyō Library :—

Chief Librarian (*Sōnin*)..... 1
Assistant Librarians (*Hannin*)..... 6
Clerks (*Hannin*)..... 3

Art. III. The Chief Librarian shall, under the direction of the Minister of State for Education, control the affairs of the Library and supervise the subordinate officials.

Art. IV. The Assistant Librarians shall, under the direction of the Chief Librarian, attend to the business relating to books.

Art. V. The Clerks shall, under the direction of the Chief Librarian, attend to the financial and various other business.

Art. VI. The Chief Librarian may, on obtaining the approval of the Minister of State for Education, employ provisional officers whose salaries shall be paid out of the "item of salaries" in the appropriation to the Library.

Art. VII. The Minister of State for Education may hold the meetings of the deliberative committee in the Library, should such a step be deemed necessary, to discuss the affairs of the Library.

The said committee shall be appointed by the Minister of State for Education.

DEGREES.

In May of the 20th year of Meiji (1887), Imperial Ordinance No. 13 relating to Degrees was promulgated. The degrees are of two classes: *Hakushi* and *Daihakushi*. The Degrees of *Hakushi* consist of five kinds; namely, *Hōgaku* (Law) *Hakushi*, *Igaku* (Medicine) *Hakushi*, *Kōgaku* (Engineering) *Hakushi*, *Bungaku* (Literature) *Hakushi*, and *Rigaku* (Science) *Hakushi*.

The degrees of *Hakushi* shall be conferred by the Minister of State for Education upon those persons who have been admitted to the University Hall and have passed the prescribed examination, or upon such others as, after reference to the council of the Imperial University, are considered by the Minister of State for Education to possess attainments equal to or higher than those of the persons above mentioned.

The degrees of *Daihakushi* shall be conferred by the Minister of State for Education, after reference to the Assembly of the *Hakushi* and after having been submitted to the Cabinet, upon such persons as are deemed specially meritorious in science or arts.

Thus the ceremony of conferring the degrees was first conducted in May of the year following that in which this Ordinance was issued; next in June of the same year. In August of the 24th year of Meiji (1891), the degrees of *Hakushi* were conferred upon 118 persons, of whom 18 received the degrees of *Hōgaku Hakushi*, 30 those of *Igaku Hakushi*, 31 those of *Kōgaku Hakushi*, 14 those of *Bungaku Hakushi*, and 26 those of *Rigaku Hakushi*.

According to old regulations issued in April of the 11th year of Meiji (1878), the degrees of *Hōgakushi*, *Rigakushi*, *Igakushi*, *Bungakushi*, and *Seiyakushi* were to be awarded to the graduates of the Tōkyō University, by which the degrees had been granted to those who had graduated therein. Moreover, degrees were respectively conferred upon such graduates of the old College of Engineering as were eminent in their attainments, upon the graduates of the old Law School under the control of the Department of Justice and also upon the graduates of the old Tōkyō Dendrological School, according to the subjects which they had completed. But, on the promulgation of Imperial Ordinance No. 13 relating to Degrees, the University ceased to grant the degrees of *Gakushi*, and the graduates of each College of the University were allowed to call themselves *Hōgakushi*, *Igakushi*, *Yakugakushi*, *Kōgakushi*, *Bungakushi*, *Rigakushi*, *Nōgakushi*, *Ringakushi*, and *Jūigakushi* respectively according to the subjects which they had completed. At present the total number of *Gakushi* is 1,750.

TEACHERS.

As the character of teachers bears in an important manner on the results of education, special attention was directed to this subject when the Code of Education was first promulgated in 1873. Subsequently the status of teachers was carefully considered, and pains were taken gradually to improve their qualifications.

It was prescribed in the Code of Education that teachers in elementary schools should be at least twenty years of age, and

[illegible] either from a normal or a middle [illegible] schools should be at least twenty- [illegible] certificates from a university and [illegible] should have obtained the academic [illegible] these restrictions were laid down [illegible] [illegible]cution of carrying them into [illegible] [illegible] should have elapsed.

[illegible] were, however, placed on the [illegible] [illegible] schools, when the Code of Edu- [illegible] was prescribed that teachers of either [illegible] [illegible] of age, and possess certificates [illegible] [illegible] should be lawful for any persons [illegible] [illegible] certificates from normal schools, provi- [illegible] [illegible]ments. The subjects of examinatio[illegible] [illegible] least the following, namely, Arithmet[illegible] [illegible] When the Code of Education [illegible] [illegible] the Department of Education was [illegible] the qualifications of teachers. Con- [illegible] [illegible] to elementary school teache[illegible] [illegible] together with an instruction [illegible] [illegible] in accordance with the [illegible] [illegible] Department of Education [illegible] [illegible] [illegible]

to establish the qualifications of teachers, the Department of Education issued regulations for the granting of such certificates, wherein it was prescribed that normal school certificates should be valid for a term of seven years, and might be renewed on the expiration of that terms, if the applicant on passing an examination conducted with a view to the course of study then in force, were found to be properly qualified to receive the same; and that life certificates should be granted to those teachers who, having served for over seven years, should furnish evidence that they possessed sufficient attainments and practical experience in tuition and were of good moral character. Thus the qualifications of elementary school teachers have risen since that time and the number of regular teachers has gradually increased. At the end of 1885, the number of regular teachers had increased to 28,756, and that of assistant-teachers to 2,559, while the number of pupil-teachers was over 67,000.

Among other new laws and regulations promulgated by the Department of Education in 1886, were regulations for the licensing of elementary school teachers. According to these regulations, licenses as elementary school teachers were to be granted to graduates of normal schools, and to those who, being of the required age, should have passed the necessary examinations for licenses as elementary school teachers. These licenses were divided into two kinds; namely, general and local. The general licenses were to be granted by the Minister of State for Education to graduates of the Higher Normal School or to those who, already possessing local licenses and having served for at least five years, had proved themselves eminent in attainments and power of tuition. These licenses were to be valid for life throughout the country. Local licenses were to be valid either for a stated period or for life. Local licenses for a stated period were to be granted by the *Fu Chiji* or *Ken Rei*, to graduates of ordinary normal schools and to those who should have passed the licensing examination and were to be valid for five years within the jurisdiction in which such licenses had been issued, but on the expiration of that term, such licenses could only be renewed to those who had shown themselves to be competent teachers. Local licenses for life were to be granted to those who, possessing local licenses for a stated period, should have served for at least five years and made proof of competence. Examinations for

licenses as elementary school teachers were to be conducted in accordance with the standard to be attained in ordinary normal schools; and examinations for licenses as teachers for one or more subjects were also to be conducted in a similar manner. Rules relating to licenses as teachers of the simpler elementary course, and as pupil-teachers in elementary schools were to be established at the discretion of the *Fu Chiji* or *Ken Rei.*

Notwithstanding the above definition of the qualifications of elementary school teachers, the mode of examinations was not yet well adapted for the purpose it had to serve, and the want of good teachers continued to be a matter for regret. However, when the Imperial Ordinance relating to Elementary Schools was revised in 1890, elementary school teachers were classified into regular, special, and assistant teachers. Consequently in 1891, regulations relating to the examinations for licences as elementary school teachers, etc., were established by the Department of Education, wherein were prescribed the organization and official powers of the examining committees, the subjects and mode of examination, the qualifications to be expected of those applying to be examined, together with matters relating to the licenses for teachers, and also to candidates for teachers' posts. According to these new regulations, in which the more important principles of the previous regulations are incorporated, mere learning is not the only point insisted on. The practical experience and past services of the candidates are duly taken into consideration, with the object of licensing men of experience and merit after an enquiry conducted according to the circumstances of each individual case. The chief points of difference between the former and the present regulations are as follows:—that all licenses are now granted for life; that those persons who, though possessing licenses as assistant-teachers, have not been practically engaged in teaching work for a period of at least one year, shall not be eligible to posts as regular teachers; and that regular teachers be proficient, not in learning and pedagogy only, but in the practical application of what they have to teach. The new regulations also afforded more liberal treatment to teachers than had hitherto fallen to their share, it being now prescribed that they should be treated as civil officials of the rank of *Hannin.* Due formality is now also attached to their

appointment and dismissal by regulations established therefor. There are also regulations relating to the duties to be discharged by teachers, wherein their official powers and duties are prescribed. In order to control the conduct of teachers, regulations were also established in respect of disciplinary measures to be taken by the proper authorities. The detailed regulations relating to the licensing of elementary school teachers are as follows :

Regulations relating to the Licensing of Elementary School Teachers are hereby prescribed according to Art. 55. of "Imperial Ordinance No. 215 relating to Elementary Schools."

Dated 7th November, 1891.

REGULATIONS RELATING TO THE LICENSING OF ELEMENTARY SCHOOL TEACHERS.

SECTION I.

EXAMINATIONS BY LOCAL AUTHORITIES.

Art. I. The examination committee for elementary school teachers shall consist of the *Fu* or *Ken* officials, and directors of, and instructors in, ordinary normal schools appointed by the *Fu Chiji* or *Ken Chiji*. The *Fu Chiji* or *Ken Chiji* shall select and appoint a chairman of such committee from among its members.

Art. II. The examination committee for elementary school teachers shall hold examinations in accordance with these regulations. As for the results of such examinations, the chairman of the committee shall make a report thereof to the *Fu Chiji* or *Ken Chiji*.

Art. III. The *Fu Chiji* or *Ken Chiji* shall, on receiving the above report, grant proper licenses to those whom he deems to have successfully passed the prescribed examination, subject to the proviso that in case of licenses as regular teachers being granted to those coming under clause 7 of Art. VII, the approval of the Minister of State for Education must previously be obtained.

Art. IV. The following qualifications are necessary for those applying to be examined for licenses as regular teachers :

Clause 1. They must possess licenses as assistant teachers, and have been engaged in teaching at an elementary school

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... must be at least twenty years of age in the ... eighteen years of age in the case of females. ... must be of sound health and constitution. ... must be moral and well-conducted. ... following qualifications are necessary for those ... for licences as assistant-teachers. ... must be at least seventeen years of age in ... and eighteen years of age in the case of

... must be of sound health and constitution. ... must be moral and well-conducted. ... shall be granted according to the following

Clause 5. Persons possessed of licenses as elementary school teachers, or certificates of graduation in the elementary normal course according to the terms of the previous regulations.

Clause 6. Persons possessed of licenses as assistant-teachers, the term of which has expired.

Clause 7. Persons deemed by the *Fu Chiji* or *Ken Chiji* to be specially fit for the teaching service, in respect of their attainments and conduct.

Art. VIII. Licenses by the second method shall be granted after due examination made into the attainments of the candidate, except in the case of special teachers in ordinary elementary schools for whom no such examination is held.

Art. IX. The subjects and standard of examination for ordinary regular teachers in ordinary elementary schools shall be as follows, subject to the proviso that one or more of such subjects as Drawing, Music, and Gymnastics may be omitted for the present, and that Sewing shall be prescribed only for females:

Ethics	Principal Points of Human Relations, and Morals.
Education	Principles of Teaching, Methods of School Management, and Practice of Teaching.
Japanese Language	Standard to be attained in Ordinary Normal Schools.
Arithmetic	" " " "
Geography	Outline of Japanese and Foreign Geography.
History	Outline of Japanese History.
Writing	The Chinese character, in its square, cursive, and grass-hand forms.
Drawing	Elements of Free-Hand Drawing.
Music	Solo Singing and some knowledge of the use of musical instruments.
Gymnastics	Common Exercises, and Military Exercises (for males only).
Sewing	Cutting and Sewing of Ordinary Garments.

The subjects of examination for ordinary assistant-teachers in ordinary elementary schools shall be the same as those mentioned above, but the standard to be adopted shall be determined by the *Fu Chiji* or *Ken Chiji*.

Art. X. The subjects of examination for ordinary male teachers in higher elementary schools shall be Ethics, Education, the Japanese Language, Chinese Literature, Mathematics, Book-keeping, Geography, History, Natural History, Physics, Chemistry, Writing, Drawing, Music, and Gymnastics, subject to the proviso that one or

more of such subjects as Drawing, Music, and Gymnastics may be omitted for the present.

In the case of regular teachers the standard of the subjects enumerated in the foregoing paragraph shall be similar to that to be attained in ordinary normal schools while in the case of assistant-teachers, it shall be determined by the *Fu Chiji* or *Ken Chiji.*

Art. XI. The subjects of examination for ordinary female teachers in higher elementary schools shall be Ethics, Education, the Japanese Language, Mathematics, Geography, History, Science, Household Management, Writing, Drawing, Music, and Gymnastics, subject to the proviso that one or more of such subjects as Drawing, Music, and Gymnastics may be omitted for the present.

In the case of regular teachers the standard of the subjects, enumerated in the foregoing paragraph shall be similar to that to be attained in ordinary normal schools while in the case of assistant-teachers, it shall be determined by the *Fu Chiji* or *Ken Chiji.*

Art. XII. The subjects of examination for special teachers in higher elementary schools shall be one or more of such subjects as Drawing, Music, Gymnastics, Household Management, Manual Work, Agriculture, Commerce, and a Foreign Language, subject to the proviso that the method of teaching shall be examined in connection with any of the above subjects.

In the case of regular teachers the standard of the subjects enumerated in the foregoing paragraph shall be equal to, or higher than, that to be attained in ordinary normal schools while in the case of assistant-teachers, the same shall be determined by the *Fu Chiji* or *Ken Chiji.*

No candidates who fail to make proof of general attainments in respect of Reading, Writing, and Arithmetic shall be allowed to be examined for posts as special regular teachers.

Art. XIII. In regard to those candidates mentioned below, who may apply for licenses according to the second method, their attainments shall be considered with reference to the subjects of study and the standard to be attained enumerated in Articles IX to XII, and examinations in one or more of such subjects may be omitted in cases where their attainments are deemed to be equal to, or higher than, the requirements of the said standard.

Clause 1. Persons possessed of licenses as elementary school teachers in any other *Fu* or *Ken*.

Clause 2. Graduates of schools under the control of the Department of Education, who have received such education as specially fits them to become teachers of any subject or subjects.

Clause 3. Persons possessing licenses as instructors in ordinary normal schools, ordinary middle schools, or higher female schools.

Clause 4. Persons possessed of licenses as elementary school teachers, or certificates of graduation in the elementary normal school course, according to the terms of the previous regulations.

Clause 5. Persons possessed of licenses as assistant-teachers, the term of which has expired.

Clause 6. Graduates of middle schools.

Clause 7. Graduates of schools sanctioned by the Minister of State for Education as being of equal standard, in respect of the subjects of study, to the middle schools.

Art. XIV. Licenses as regular teachers shall be valid for life within the jurisdiction in which such licenses are issued.

Licenses as assistant-teachers shall be valid within the jurisdiction in which such licenses are issued, and the term of validity for such licenses shall be fixed by the *Fu Chiji* or *Ken Chiji* at a period not exceeding seven years.

Art. XV. The *Fu Chiji* or *Ken Chiji* shall prepare a register of those applying for licenses as elementary school teachers, and entries shall be made of their names and other particulars on each occasion of the granting of such a license.

The *Fu Chiji* or *Ken Chiji* shall, after closing the entries, publish throughout his jurisdiction, by issuing a notification to that effect, the names and other particulars of the persons to whom licenses have been granted.

Art. XVI. In cases where persons possessed of licenses as Elementary school teachers shall commit such acts as render them liable to forfeit the same in the case of teachers actually engaged in the work of tuition, the *Fu Chiji* or *Ken Chiji* shall cause their licenses, even though they be not actually so engaged; and a notice to that effect shall be sent to the Minister of State for Education, together with

statement of their names and the social class to which they belong and of the reasons for such deprivation.

Art. XVII. The *Fu Chiji* or *Ken Chiji* may charge a suitable fee, both to those applying for licenses and to those granted them.

Art. XVIII. The forms of licenses for regular teachers shall be as follows. Those for assistant teachers shall be determined by the *Fu Chiji* or *Ken Chiji*.

Form of Licenses to be Granted to the Graduates of Normal Schools.

LICENSE FOR ELEMENTARY SCHOOL TEACHER.

.....
(Name)
Graduate of.....
legal residence, social class,
and date of birth.

This is to certify that the aforesaid.....is licensed to teach as an Ordinary Regular Teacher in any of the Elementary Schools within the jurisdiction of the *Fu* (or *Ken*) of.....

(Date)

.....
Fu Chiji or (*Ken Chiji*),
title, order of decoration, and rank,
(Seal).

No.....

Form of Licenses to be Granted to Persons other than Graduates of Normal Schools.

LICENSE FOR ELEMENTARY SCHOOL TEACHER

.....
.....
.....
(subjects of study)

.....
(Name)
legal residence, social
class, date of birth.

This is to certify that aforesaid....., having passed the prescribed examinations on the above subject (or subjects), is licensed

to teach as an Ordinary (or special) Regular Teacher in any of the Elementary Schools within the jurisdiction of the *Fu* (or *Ken*) of.....

(Date)

.....
Fu Chiji (or *Ken Chiji*),
title, order of decoration, and rank,
(Seal).

No.....

Art. XIX. Persons furnished with licenses as ordinary teachers and possessing qualifications fitting them to give instruction in one or more such subjects as Drawing, Music, Gymnastics, Household Management, Manual Work, Agriculture, Commerce, and Foreign Languages, shall be eligible to posts of special teachers.

Art. XX. The *Fu Chiji* or *Ken Chiji* shall frame bye-laws in order to enforce these regulations.

SECTION II.

Examinations by the Department of Education.

Art. XXI. General Licenses as Elementary School Teachers shall be granted to candidates of the classes mentioned below, after due examination held by the Minister of State for Education, on application made by the *Fu Chiji* or *Ken Chiji*, or of the Directors of schools under the control of the Department of Education.

Clause 1. Persons, who, being possessed of licenses as regular teachers in elementary schools, or of licenses as elementary school teachers, or of certificates of graduation in the elementary normal course granted in accordance with the foregoing regulations, and who, having served as teachers in an elementary school for a period of at least five years, are of good moral conduct and proficient both in attainments and teaching ability.

Clause 2. Graduates of the Higher Normal School or of the Higher Nomal School for Females, who have served as teachers in an elementary school for a period of at least one year.

Clause 3. Graduates of the schools under the control of the Department of Education, who have received such instruction

as specially fits them to become teachers of any subject or subjects, and who have served as teachers in elementary schools for a period of at least one year.

General licenses as elementary school teachers shall be valid for life throughout the country.

Art. XXII. Provisions laid down in Art. XVI and XIX., shall apply to those possessing general licenses as elementary school teachers.

Art. XXIII. The forms of general licenses for elementary school teachers shall be as follows.

FORM OF GENERAL LICENCES TO BE GRANTED TO ORDINARY REGULAR TEACHERS.

GENERAL LICENSE FOR ELEMENTARY SCHOOL TEACHER.

.....
(Name)
Legal residence, social class,
and date of birth.

This is to certify that the aforesaid.....is licensed to teach as an Ordinary Regular Teacher, in all Elementary schools throughout the country.

(Date).

.....
Minister of State for Education, title,
order of decoration, and rank,
(Seal).

No.....

FORM OF GENERAL LICENSES TO BE GRANTED TO SPECIAL REGULAR TEACHERS.

GENERAL LICENSE FOR ELEMENTARY SCHOOL TEACHER.

.....
(Name)
Legal residence, social class,
and date of birth.

.....
.....
.....
(Subjects of study).

This is to certifiy that the aforesaid....., having passed the [illegible]tations on the above subject (or subjects), is licensed

to teach as a Special Regular Teacher in all Elementary Schools throughout the country.

(Date).

.....
Minister of State for Education, title,
order of decoration and rank,
(Seal).

No.....

No definite system of examinations has yet been established to test the qualifications of instructors in middle and normal schools, though inquiries are made at the time of their first appointment respecting their attainments and experience and certain restraints are placed on their conduct by regulations established for the purpose. In 1884, the Department of Education established regulations for the licensing of instructors in middle and normal schools, whereby it was prescribed that persons applying for licenses as instructors in such schools, but not possessing diplomas from either the middle normal course or the university course, should be granted licenses by the Department of Education, after due examination made into their moral conduct and attainments; that persons of known learning and virtue, who might be fitted to become instructors of ethics, persons who had been engaged in tuition for many years, and those possessing diplomas of other kinds, or proficient in such subjects as agriculture and industry and fitted to become instructors of those subjects, should be granted licenses without examination; and that the *Fu Chiji* or *Ken Rei* should collect all the written applications together with a brief record of the career of each candidate, and after due investigation made into their conduct, forward the same to the Minister of State for Education, accompanied by the proper recommendations; and that all examinations should be held by the examination committee appointed by the Department of Education.

In 1886, the above regulations were replaced by new ones for the licensing of instructors in ordinary normal schools, ordinary middle schools and higher female schools. According to these regulations, licenses as instructors in ordinary normal schools, ordinary middle schools, and higher female schools were to be granted to graduates of the male normal course, licenses as instructors in the

female sections of ordinary normal schools and in higher female schools to graduates of the female normal course, and licenses as instructors of gymnastics to graduates of the special course of gymnastics in the Higher Normal School. Persons other than graduates were to be granted licenses only after due examination held by the Department of Education, in respect of their proficiency in the subjects they desired to teach as also of their moral conduct and physical health. Special licenses might also be granted to such as had graduated in any of the higher educational institutions of this or foreign countries, and were deemed by the examination committee to possess sufficient attainments, without need for further examination. Licenses were divided into three grades, exclusive of such as were granted without examination.

The qualifications of instructors in ordinary normal schools being necessarily different from those required in other institutions, regulations for the licensing of such instructors were established in 1892. According to these regulations, two different methods of granting licenses are introduced, viz., sanction and examination. Sanction is to be given to the graduates of higher schools in respect of their attainments and experience, after due investigation made into the same. As for examination, the subjects thereof are divided into two classes, which again are subdivided into several groups, and to each group of subjects is added the method of teaching. This system of examination is necessitated by the desirability of causing as many subjects as possible to be taught by a single instructor. It is also indispensable for reasons of school economy as well as to the instruction and discipline of pupils.

The number of licenses granted since the establishment of these regulations is 1,102.

Although several instances might be quoted of the establishment of plans of mutual aid for the benefit of those teachers who had retired or become incapacitated through ill health, or who had died after many years' service, no general rule had yet been established to meet such cases. The way for more liberal treatment was paved by the establishment of the Law relating to Pensions for Retired Officials and for the Families of Deceased Officials of Public Schools, issued in 1890. The principal points of the law are as

follows:—That directors and regular teachers in *Fu* or *Ken* normal schools and in public middle schools, as also regular teachers in city, town, or village elementary schools who have served for a period of not less than fifteen years, and have been placed on the retired list either on attaining sixty years of age, or owing to inability to discharge their duties on account of wounds received or sickness contracted, or in consequence of the abolition of schools, or who have been placed on the retired list in consequence of changes made in the school organization, shall be granted life pensions at the rate of one quarter of the salary received by them at the time of their retirement; that those whose years of service do not amount to the term above mentioned, but who have been placed on the retired list owing to inability to discharge their duties arising from the loss of one or more limbs from wounds received in the discharge of their duties or from any other similar misfortune, or have been placed on the retired list owing to inability to discharge their duties in consequence of the loss of one or more limbs or of some other similar misfortune, or on account of sickness contracted in the discharge of their duties under circumstances detrimental to their health, shall be granted life pensions as above, together with an additional pension up to seven-tenth of the minimum sum of pensions, according to the number of years of their service; that in cases of retirement after service of not less than one year or over five years they shall be granted a sum equivalent to one month's salary received at the time when they retire, that in caces of retirement after service of not less than five years, or over eleven years, they shall be granted a sum equivalent to two months' salary, that in cases of retirement after service of not less than eleven years or over fifteen years they shall be granted a sum equivalent to two months' salary; that in caces of retirement after service of not less than eleven years or over fifteen years they shall be granted sum equivalent to three month's salary and that in cases where directors and regular teachers in *Fu* or *Ken* normal schools or in public schools, or regular teachers in city, town or village elementary schools have died in office after a term of service of over fifteen years, or have died in the discharge of their duties after a service of less than fifteen years, or have died while in receipt of pensions, the families of the deceased shall be granted

pensions. It was also provided that the directors and regular teachers in *Fu* or *Ken* normal schools and in public middle schools shall annually pay in to the National Treasury one per cent. of their salaries, that the *Fu*, *Ken*, *Gun*, cities, towns, and villages shall annually pay in to the National Treasury a sum equal to one per cent. of the salaries of the said directors and teachers, and that the pensions above-mentioned shall be defrayed by the National Treasury. It was further provided that the regular teachers in city, town and village elementary schools shall annually pay in to the *Fu* or *Ken* a sum equal to one per cent. of their salaries, that the cities, towns, and villages shall annually pay in to the *Fu* or *Ken* a sum equal to one per cent. of the salaries of the said teachers, in order to accumulate pension funds; that a sum equivalent to one quarter of the monies thus received by the *Fu* or *Ken* shall annually be granted to each *Fu* or *Ken* out of the National Treasury, and that all expenses relating to the grant of pensions shall be borne by the *Fu* or *Ken*. The above provisions relating to the grant of pensions are to come in force from the 26th financial year of Meiji.

TEXT-BOOKS.

As the efficiency of instruction greatly depends upon the character of the text-books used, the Department of Education devotes strict attention to the compilation and selection of suitable books.

The first attempt at compilation made by the Department of Education was in the year 1871, when the Board of Compilation was established. After the abolition of this Board, text-books for elementary schools were compiled by the Tōkyō Normal School; and charts, Elementary School Readers, as also works on Geography, History, etc., were compiled from time to time. In 1873, the Bureau of Compilation was established in the Department of Education, for the compilation of other text-books. At this time, permission was given to various book-sellers to reprint the school books published by the Department of Education, in order to secure an ample supply of the same. The course of study for elementary schools being almost

uniform throughout the country, the elementary school attached to the government normal school was taken as a model both in regard to the method of instruction and to the selection of text-books. Nevertheless local needs dictated the introduction of certain modifications in the former; and in the latter, likewise, it was found necessary to consult local circumstances and popular predilections. Meantime the number of text-books published both by the government and by private individuals, had greatly increased, so much so that in 1878, there existed 174 different compilations. In 1885, the school text-books worthy of the name numbered 925 in addition to which, 300 works of different character had been published by the Department. But the subsequent improvements introduced into the subjects of study and the method of instruction caused the speedy disuse of nearly all the above mentioned works, so that but few remained available, and the compilation of text-books became one of the most serious questions of the time.

In 1886, a notification was issued, indicating the principal objects to be aimed at in the compilation of such text-books as were required by the Department of Education. By this notification, men of learning generally were called upon to undertake the work of compilation, and prizes were offered for excellence, it being prescribed that the best works should be either rewarded, or purchased and published by the Department after further revision. In the case of books already published and considered by the Minister of State for Education to be still suitable in any way as text-books, it was ordained that they should be so used without prejudice as to whether they answered the avowed original purpose of their compilation or not. It was also determined that the Department of Education should undertake the work of compilation only in cases where no good text-books could be found among those already published. Henceforth, the compilation of text-books for use in elementary schools was committed to persons well-versed in educational matters both from the theoretical and from the practical point of view. The examination of the works most urgently needed was referred to a special committee, while the compilation of text-books for the ordinary normal and middle schools was intrusted to scholars specially well-versed in science and art, which arrangement was continued up to the present time.

Although the compilation of text-books was one of the chief matters connected with education, scarcely less important was a decision as to the means of supplying the demand for the same. At first various measures had been experimentally carried out, but with only partial success. Consequently in the year 1886, the regulations for the sale of publications were revised, in order to secure a more thorough supply. The chief points of the regulation were as follows: that an agent (book-seller) should be appointed in the Hokkaidō and in each *Fu* and *Ken*, for the sale of ordinary elementary school readers and books and charts for use in simpler elementary course; that the said agent must be a properly qualified book-seller, and be recognized as such by the local governor; that with regard to the text-books for use in the higher elementary schools, normal schools, and other higher schools, the agent should be appointed directly by the Department of Education; that the books should be sold at as low prices as possible, in order to relieve parents from their burdens; that the agent should not be allowed, on any pretext whatever, to charge more than the fixed price; and that in regard to elementary school readers and books and charts for use in the simpler elementary course, which yield only very small profit, freight for the same should be borne by the Department of Education.

In order to enlarge the facilities for the supply of books and charts, central agencies were established in the cities of Tōkyō and Osaka in 1888, for transmitting the same to the local agents, attending to various orders, and making direct transactions with localities where agents had been appointed. The above measure was attended with good results; and prompt transactions and an extensive supply were secured.

The business connected with the publication of text-books has been conducted by the Department of Education since the year 1872. In 1886, a special printing office was established in connection with the Bureau of Compilation; and books, well printed on good paper, and strongly bound, were offered to the public as models. This caused a great improvement in the text-books published by private enterprise. In 1890, all the business connected with publication was transferred to a publishing company called the Nippon Tosho

Kwaisha, all the presses, books and charts being sold to it, and the Department of Education only reserving the copy-rights together with a measure of control over the company.

At the time when permission had been given to various booksellers to reprint books published by the Department of Education, many speculators endeavoured to undersell each other in the republication of such works; and this led to careless printing and bad binding. Therefore in 1881, the Department of Education decided to examine all the books thus hitherto reprinted, and to prohibit the sale of such as appeared unsatisfactory. It was also determined that all books published by the Department should be copy-righted. Of the text-books compiled by private individuals, some were found to be carelessly translated or compiled and badly printed, and hence not only useless, but even injurious in many cases. All such publications were therefore henceforth subjected to strict examination. Such was the origin of the system of examination of school books and charts.

In 1886, on the reform of the educational administration, it was prescribed that all text-books for use in the normal schools should be chosen and those for use in the middle and elementary schools examined and approved by the Minister of State for Education; and that the use of all others be interdicted. In the same year, regulations for the examination and approval of school books and charts were issued by the Department of Education, it being therein prescribed that publishers of text-books for use in elementary schools, normal schools, and middle schools must apply for the examination of the same to the Department of Education, and that when any books so examined were found to be specially useful, certificates of merit should be given by the Department to the compilers or translators.

In 1887, the above regulations were replaced by new ones, prescribing that the object of the examination should be only to ascertain the fitness for school use of the books or charts in question, and should not extend to an appraisement of their respective merits; that a fee should be charged to persons applying for examination; that books and charts already examined and approved should be advertised in the "Official Gazette;" that in case of an examination being considered necessary on account of alterations made in any book or chart subsequent to the examination of the same, notice to

that effect should be given to the applicants; and that in case a book or chart be refused examination, the reasons for such refusal should be briefly stated to the publishers on application. In March, 1892, the tenor of the above regulations was altered, it being prescribed that the examination should be extended so far as to ascertain whether the book or chart in question duly conformed to the purport of the Imperial Ordinances relating to Normal, Middle, and Elementary Schools, as well as to the respective curricula of those institutions, and whether they were fit for use in the same.

It may be remarked here that in 1887, regulations relating to the selection of school books and charts were established, it being prescribed that in cases where the local governor deemed it desirable to select or change books or charts for use in elementary schools, the matter should be referred to a committee appointed by him for that purpose,—the said committee to sift the reasons for such selection or change, to fix the period for the introduction of such new books or charts, and to choose the works themselves. In 1891, the above regulations were revised, the principal purport of them, however, remaining practically unaltered.

(REFERENCE).

REGULATIONS CONCERNING THE EXAMINATION AND APPROVAL OF SCHOOL BOOKS AND CHARTS.

Art. I. The object of the examination and approval of school books and charts, is to certify that they are fitted as school books and charts, in accordance with the tenors of ordinances and regulations relating to normal schools, middle schools and elementary schools.

Art. II. Publishers may apply to the Department of Education for the examination and approval of their books or charts.

Art. III. Those applying under Art. II for the examination and approval of books or charts for school use shall forward to the Department of Education, through the local authorities, a written application, accompanied with two copies of each book or chart and a fee equal in amount to the published price of twenty copies, for

each kind of school for which the books or charts are designed. But in case the published price is not mentioned in the books or charts, a fee of fifteen *yen* shall be paid, or in case the published price of books or charts examined and approved be increased, the difference shall be paid.

Art. IV. When such books or charts as have been forwarded for examination and approval under Art. II., are deemed likely to be approved after slight alterations made in them, a notice may be given to that effect to those applying for the examination and approval of such books or charts.

Art. V. The title, number of volumes or sets, published price, kinds of proposed schools and subjects of study, copyright, the date of notice of publication, together with the name, social class, legal residence, actual abode, etc., of the author or translator, and publisher of all approved books or charts shall be published in the "Official Gazette" by the Department of Education.

Art. VI. All certificates of approval shall be invalid if any alterations are made in the books or charts approved.

Art. VII. If any change is made in the published price, copyright, date of notice of publication, name, social class, legal residence, actual abode, etc., of the author, or translator, and publisher, or in the number of volumes or sets, so as to affect the details published in pursuance of Art. V., such changes shall be re-published in the "Official Gazette," without which the certificate of approval shall be invalid.

Art. VIII. At the request of the publisher of such books or charts as have not been approved, the chief reasons for disapproval may be explained.

Art. IX. Persons who, having made alterations in such books or charts as either have been examined and approved, or are under examination, apply for examination and approval, shall not be required to pay any fee in addition to that paid according to Art. III.

Art. X. When such alterations as are stated under Art. VII. have been made in books or charts examined and approved, the publisher of such books or charts shall apply to the Department of Education to publish such alterations.

Art. XI. In the case of withdrawing such books or charts as have been forwarded for examination and approval, the fee paid shall not be returned.

Art. XII. By "alteration" mentioned in the present Ordinance are to be understood changes in the titles of books or charts; the addition, omission, or revision, of clauses, phrases, drawings, or illustrations; changes of type, or of the form of drawings or illustrations; or the addition, omission, or changes of explanations, appendices, addenda, etc.

Art. XIII. When a notice is given under Art. IV for alterations deemed necessary to the publishers of books and charts forwarded for examination and approval, they shall, within six months, make such alterations and apply again for the examination and approval of such books and charts. But in case no such application is made during the stated period, such books or charts shall not be examined and approved.

Art. XIV. In the conspicuous part of each book and chart examined and approved, the following words shall be inserted:—"Examined and approved by the Department of Education on the .....day of the.....month of the.....year of Meiji."

STUDENTS IN FOREIGN COUNTRIES.

Although, at the time of the Restoration of the Emperor to supreme power, many students went to foreign countries to study, either at the expense of their feudal lords, or at their own expense, no regulations existed for their supervision. In 1870, when representatives were sent to foreign countries, students abroad were placed under the control of the Department of Foreign Affairs. In 1872 when the Code of Education was issued, they were subjected to the control of the Department of Education, and rules for their guidance were drawn [illegible] 1873, there were 373 students in foreign countries; of whom [illegible] sent at government expense.

However, the students sent to foreign countries at that time were not selected with much discrimination, many of those sent being of inferior abilities. Moreover, as it was not absolutely necessary to support them all at government expense, they were all recalled in 1874. Hitherto, the superintendence over students abroad had been vested in the legations. But subsequently it was arranged that a special superintendent should be attached to each legation to control all matters relating to students and to send annual reports to the Department of Education regarding the conduct, progress, and all other particulars of the students under his charge. In 1875, it was determined that those students of superior attainments who might be unable to carry out their wish to go abroad on account of poverty, should be granted loans after passing examinations to be held in the *Kaiseigakkō*. The term of study in foreign countries was also fixed at five years. But no candidates presented themselves for examination. Therefore the best students were selected from among those in the *Kaiseigakkō*, and sent abroad, so that the former students were replaced by new ones who had already been thoroughly grounded at home, and whose diligent application to special branches of study often enabled them to gain much credit in the eyes of foreigners. In 1878, regulations relating to loan students in foreign countries were established, it being prescribed that students should be selected by examination, sent abroad for a term to be determined specially in each case, and granted loans not exceeding *yen* 1,000 per year to be refunded after their return. Afterwards many graduates of the University were sent abroad according to the terms of these regulations, some of them being sent for the purpose of investigating the normal school system.

The course of study to be pursued by students thus sent abroad was partly laid down for them by the Department of Education and partly left to their own choice. Also it was left to their option whether, after their return, they should enter the government service or not. But it was found that by this arrangement the government lost the services of many scholars who might have been useful in assisting to carry out the programme for the development of the arts and sciences in Japan. In 1882, therefore, new regulations were issued, according to which promising graduates of the Uni[illegible]re to be

selected by the Minister of Education and sent abroad at government expense. The subjects of study, the country to which they should go, the schools which they should attend, and the time they should remain, were all to be fixed by the Minister of Education. On their return they were under obligation to accept any duties that might be assigned to them by the Minister of Education, and to serve the government for twice the length of time that they had remained abroad. In 1884, instructors in the University who had served over five years were permitted to go abroad to pursue their studies for a year or eighteen months, at their own expense, without resigning their posts. In 1885, it was determined that graduates of special schools, as well as of normal schools under the control of the Department of Education, should be selected and sent abroad in addition to graduates of the University. At the end of 1890, the number of students sent abroad by the Department of Education since the year 1875 was about 90, of whom 67 had completed their studies and returned home, many with diplomas and other honours. Most of those who had returned were appointed instructors in the Imperial University or elsewhere, while others were engaged in the various department of science and art to which they had specially devoted themselves. Besides these, there were 11 graduates sent abroad by the Engineering College of the old Department of Public Works, and a few students from the old law school under the Department of Justice. The chief object of the Department of Education in selecting such students as are excellent both in attainments and conduct, and sending them abroad at government expense, is to prepare them as instructors in superior schools, and at the same time to assist our national development by the introduction of those western arts and sciences which are daily progressing. It is also to be observed that the students who have been abroad are well fitted for the duties which they are called upon to discharge, and that remarkable results have already been obtained in the fields of labour in which they are engaged. Therefore it can safely be said that the practice of sending students to foreign countries should not be discontinued for a long time to come.

SCHOOL FUNDS.

Although, at the time of the Restoration of the Emperor to supreme power, many alterations were introduced into educational administration, yet the old plans being in the main adhered to, the expenses of those institutions which had formerly been supported by the old government were defrayed out of the national treasury, while the schools belonging to the provincial feudal governments were maintained in the same manner as theretofore. But, when the feudal system was abolished and the *Fu* and *Ken* governments were established, some of these schools were suppressed, while others continued to be supported by the new local governments. In short, no definite system can be said to have existed at that time in regard to the maintenance of schools. But when the Department of Education was established in 1871, and when, shortly afterwards, the Code of Education was issued; when old schools were abolished and new ones were founded, tuition fees were made the principal source of income, while in the case of schools under the direct control of the Department of Education, additional aid was granted out of the national treasury, and those under the management of the local authorities were aided by the school-district rates, voluntary contributions, and the interest accruing from accumulated school funds. But in order to assist in the diffusion of elementary school education, special regulations were established by the Department of Education for granting school aid to the various elementary school-districts. This was one of the great changes effected in the mode of shool maintenance, and direct school rates were also imposed on the people for the first time. In the year 1877, the number of normal schools under the control of the Department of Education was reduced, and a certain amount of aid was granted to the local normal schools, so as to secure to them a better organization, the intention of the Department being that the work of training teachers should gradually be left to the local authorities.

In the year 1878, regulations for local assemblies were issued, together with others respecting local taxation. By these regulations, a great change was effected in the local financial administration, and

consequently the financial state of the public schools became entirely different from what it had been in previous years. The expenses of schools established by the *Fu* and *Ken* were now to be defrayed out of the local taxes, subject to the decisions of the local assemblies, while the expenses of schools established by the *Ku*, towns, or villages, were left to the joint consideration of the people of the said *Ku*, towns, or villages; and in case the *Ku*, towns, or villages required aid from the local taxes, the matter was to be submitted to the consideration of the local assemblies. It is to be observed that the so-called local taxes are those imposed in lieu of those formerly levied under the names of *Fu* or *Ken* taxes and district rates. By the Code of Education issued in the year 1879, the question of charging or remitting tuition fees was left entirely to the discretion of the local authorities. In the following year, regulations relating to the *Ku*, town, and village assemblies were issued, empowering these assemblies to consider and decide on matters of common interest, and the estimates of expenditure. Up to this time, the expenses of the schools under the control of the Department of Education had been entirely defrayed out of aids granted from the national treasury, the tuition fees and other sources of incomes being accumulated to form school funds, with a view to future independence. But in the year referred to above, an annual appropriation was fixed for each school, and all school incomes including tuition fees were caused to be paid into the national treasury, according to the general financial regulations for the government departments.

The revised Code of Education issued in 1880, by which the annual grants to normal and elementary schools were discontinued had an important effect on local education in general. But on the other hand, some preventive measures were taken, prescribing that the schools and other institutions to be maintained by the *Fu* and *Ken* should be established or abolished only subject to the approval of the Minister of Education, and those to be maintained by the *Ku*, towns, or villages, subject to the approval of the *Fu Chiji* or *Ken Rei*, furthermore, that the decisions of the *Fu* or *Ken* assemblies in regard to school expenses should be submitted to the Minister of Education for approval, previous to the same being sanctioned, while the decisions of the *Ku*, town, or village assemblies relating to the same

should be submitted to the *Fu Chiji* or *Ken Rei*, previous to being sanctioned. By these regulations, rash measures which might have injuriously affected school organization were prevented, and the work of education went on satisfactorily. In 1885, a limit was put on the *Ku*, town, and village rates to be levied on land, and it was prescribed that from the 19th financial year onwards, the said rates should not exceed one seventh of the land tax. This limitation had a very serious effect on education in the *Ku*, towns, and villages, causing the supplies for educational expenses to be much decreased in all but five or six *Ken*,—the decrease amounting in some instances to more than 10,000 *yen* in a single *Fu* or *Ken*. Consequent on this, the Government caused the school committees hitherto appointed in the *Ku*, towns and villages to be discontinued; and the Department of Education caused tuition fees to be levied by the public schools, and the half year system of classification to be replaced by the yearly system, all these measures being taken on economical grounds. At the same time, the tuition fees at the government schools were also increased.

By the Imperial Ordinances issued in the year 1886, relating to normal schools, middle schools, and elementary schools, together with general regulations for schools, a great improvement was effected in the administration of school finance, as well as in the general administration of school affairs, and it was prescribed that one higher normal school should be established at Tōkyō, to be supported by the national treasury, and one ordinary normal school in each *Fu* or *Ken* to be maintained out of the local taxes, and further, that the expenses for the same should be estimated by the *Fu Chiji* or *Ken Rei*, subject to the approval of the Minister of State for Education. As to the support of the public elementary schools, it was prescribed that tuition fees should be appropriated for this purpose as principal funds for school maintenance, to which was to be added such income as voluntary contributions, if any, to be further aided, in case of deficiency, by the *Ku*, town, or village rates; and that in case of the establishment, according to local considerations, of simpler elementary school courses which might be efficient substitutes for ordinary elementary schools, the same should be maintained out of the *Ku*, town, or village rates, and the teachers' salaries be paid partly out of the local taxes. It was also

prescribed that one higher middle school should be established in each of the five districts into which the whole country was divided and that the expenses thereof should be defrayed out of the national treasury. It was further prescribed that ordinary middle schools might be established in each *Fu* and *Ken* according to local convenience, but that the number of such schools supported by, or aided out of, the local taxes should not exceed one in each *Fu* or *Ken*, and that no such schools should be supported by the *Ku*, town, or village rates. It was further prescribed that should any person desirous of contributing funds sufficient to establish and support a school of any description (except normal schools) or a library, make application to the Minister of State for Education or to the *Fu Chiji* or *Ken Rei*, for permission to establish such a school or library and to place the same under his control, the application might be granted, and that the school or library thus established might be placed on the same footing as those established by the government or by the *Fu* or *Ken* authorities. The higher middle schools at Yamaguchi and Kagoshima are established under the control of the Minister of State for Education according to the express regulations last mentioned. Besides these two institutions, there are many schools established under the control of the *Fu Chiji* or *Ken Chiji*, according to the same regulations.

In 1889, the Law for the Organization of Cities, Towns, and Villages was issued by the government. Now as it was found that there were some articles in the Imperial Ordinance relating to Elementary Schools that come in conflict with those on the same subjects in the law above mentioned, the Department of Education issued instructions to the effect that the expenses of elementary schools (including general expenses, first expenses, building expenses, etc.) should be borne by the cities, towns, and villages; that all tuition fees, pecuniary donations, etc., should be considered part of the revenue of the cities, towns, and villages; and that the expenses of elementary schools (except those of the simpler elementary courses) should be chiefly defrayed out of tuition fees, pecuniary donations, etc. By the revised Imperial Ordinance relating to Elementary Schools issued in 1890, it was prescribed that the expenses of elementary schools should be borne by the cities, towns, and

villages; that tuition fees should always be charged except where more children than one of the same family attend school at the same time, or where the children's guardians are indigent in which cases a whole or partial remittance may be allowed, or payment in kind or in personal labour may be substituted for the payment of tuition fees; and that all school incomes should be considered part of the revenue of the cities, towns, and villages. Thus it will be seen that another change was effected in the system of elementary school maintenance.

The regulations relating to ordinary middle schools, whereby the number of those to be supported by, or aided out of, local taxes was limited to one for each *Fu* or *Ken*, were replaced by other regulations issued in 1891, prescribing that each *Fu* or *Ken* should be at liberty to establish, if it saw fit, one or more ordinary middle schools, and that each *Gun*, city, town, or village should also be at liberty to establish an ordinary middle school, in cases where local circumstances suggested the need of such a school and always provided that the establishment of such school should in no wise interfere with the affairs of elementary school education within the limit in which it might be established.

In 1890, the Law relating to the Special System of Finance was issued by the Government. According to this law, the schools and library under the control of the Department of Education were permitted to keep their respective funds, consisting of the reserve funds already in possession, the movable and immovable property either granted by the Government or contributed by private individuals, and the surplus of yearly incomes. In short, the system of school maintenance was subjected to many changes, until it was finally determined that the public elementary schools should be maintained chiefly at the expense of the cities, towns, and villages; that the ordinary normal schools, ordinary middle schools, and other institutions established by local authorities should be supported chiefly out of local taxes; and that all government institutions should be supported chiefly out of the national treasury.

Since the issue of the Code of Education in the year 1872, large contributions, pecuniary and otherwise, have been made by private individuals to public schools. These contributions from the year

1873 to 1890, include *yen* 15,813,597 in money, 4,390,681 *tsubo* of land, 2,625 buildings, 365,922 complete sets of books, 302,161 articles of apparatus, and other miscellaneous articles valued at *yen* 93,665. These contributions were most numerous at the time when new schools were being founded and built, and most of them were appropriated or disbursed on these occasions. There are, however, numeous instances of such contributions being accumulated as school funds. The accumulation of permanent school funds has been much encouraged by those concerned in education; but notwithstanding a great increase in the amount of the funds thus provided, still, as there were no proper regulations for their management, the administration of them was left to chance. But in the Imperial Ordinance relating to Elementary Schools issued in 1886, it was prescribed that regulations for the management of the funds of each school should be established by the *Fu Chiji* or *Ken Rei.* By this provision, not only the school funds, but also the sites, school lands, buildings, books, and apparatus, are prevented from being appropriated, or converted into other forms at the caprice of the *Ku,* towns or villages, without previous permission from the superintending authority. It was also expressively prescribed in the General Regulations relating to Local Education issued in 1890 that each *Fu, Ken, Gun,* city, town, or village should provide a school stock property.

The following tables show the amounts of public school income accruing from the various sources above mentioned and of public school expenditure and resources.

Items.	Balances from Preceding Years.	Tuition Fees.	Pecuniary Donations.	Interests from School Funds.	Government Aids.	City, Town and Village Rates.	Local Taxes.	Miscellaneous.	Total.
	yen.	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*
1874 ...	56,920.239	301,603.325	1,080,845.469	354,326.501	272,330.174	1,458,610.067	——	326,407.502	4,363,233.277
1878 ...	1,304.392.086	358,226.785	809,957.817	716,538.245	448,725.342	3,087,231.830	153,785.799	495,971.143	7,379,829.047
1882 ...	1,342,617.008	470,344.401	566,485.708	1,052,477.365	——	6,036,668.407	1,308,898.842	355,696.168	11,133,187.899
1886 ...	805,580.406	669,176.851	249,390.258	600,050.827	——	5,500,597.055	1,400,797.725	189,063.475	9,414,656.597
1890 ...	899,664.722	2,221,534.528	428,295.328	441,856.050	——	4,518,458.401	1,145,372.205	224,627.062	9,879,808.143

Items.	Teachers' Salaries.	Other Salaries.	Rents for School Grounds and Buildings.	Books and Apparatus.	Building and Repairs.	Miscellaneous.	Total.
	yen.	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*
1874.....	1,295,686.637	282,527.512	——	488,137.251	643,536.017	485,391.248	3,195,278.665
1878.....	2,999,185.951	529,251.619	122,314.181	416,322.949	818,241.724	913,659.769	5,798,976.193
1882.....	5,126,542.518	984,218.205	140,422.681	778,842.839	986,940.623	1,561,990.562	9,578,957.428
1886.....	5,684,348.024	388,928.695	112,931.518	358,398.998	583,113.610	1,127,849.402	8,255,570.247
1890.....	5,561,315.471	512,215.195	121,670.874	424,677.819	737,317.242	1,317,943.508	8,675,140.109

Items.	Value of School Sites.	Value of School Lands.	Value of School Houses.	Value of Books.	Value of Apparatus.	Amount of School Funds.	Total.
	yen.	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*	*yen.*
1874.....	124,580.391		1,038,026.577	367,653.638	413,595.614	3,794,736.245	5,738,592.465
1878.....	336,703.921	204,692.657	4,058,907.502	872,590.363	1,156,366.258	7,294,383.359	13,923,644.060
1882.....	655,588.562	348,179.153	8,871,242.175	1,521,312.973	2,268,629.184	8,945,121.903	22,610,073.950
1886.....	699,060.531	488,779.987	8,107,855.312	1,607,956.833	1,780,884.165	6,302,396.502	18,986,933.330
1890.....	963.913.544	628,518.144	8,726,791.910	1,450,062.223	2,010,125.313	5,544,125.913	19,323,537.047

Besides the elementary and normal school aids above mentioned, the government made provisions for the free grant of government lands as school sites, and for the exemption of such sites from taxation, in order to secure to the public school a more efficient organization. The grant of government lands began in 1874, when only 1,000 *tsubo* for middle schools and not 500 *tsubo* for elementary schools were to be freely granted as sites to be established within the limits of middle and elementary school districts. In 1880, these regulations were altered, and government land up to 500 *tsubo* for public elementary schools, and 1,000 *tsubo* for public middle and special schools were to be freely granted, and in 1881, school sites for public agricultural, commercial, and industrial schools were also granted in accordance with the above regulations. In the Hokkaido, forests, plains, sea-coasts, and other lands not appropriated to the use of the government have been granted free up to 500,000 *tsubo* for each school, for the purpose of providing ample resources for the maintenance of schools on the one hand and of facilitating industrial pursuits on the other. The exemption of school sites from taxation began in 1874, when the divission and tenure of lands were altered, and the sites of schools established by the *Fu* and *Ken* were exempted from taxation, while the sites of all public schools were so exempted by the Code of Education issued in 1879. According to investigations made in the year 1882, in regard to the school sites exempt from taxation, those for schools established by the *Fu* and *Ken* amounted to 243,552 *tsubo*, and those for schools established by towns and villages to 2,207,309 *tsubo*. In 1883, those lands belonging to agricultural schools which are used as experimental farms were exempted from taxation up to the extent of five *Chō* for each school.

TABLE SHOWING THE AMOUNT OF ANNUAL EXPENDITURE FOR THE INSTITUTIONS UNDER THE CONTROL OF THE DEPARTMENT OF EDUCATION.

Years.	Amount of Expenditure.	Years.	Amount of Expenditure.
	yen.		*yen.*
1873	460,823.423	1883	563,119.173
1874	616,856.713	1884	645,647.597
1875	1,036,842.736	1885	698,468.929
1876	654,603.284	1886	617,458.323
1877	485,341.506	1887	595,925.701
1878	148,574.354	1888	937,713.525
1879	491,841.074	1889	1,172,802.696
1880	584,144.780	1890	1,284,960.471
1881	566,093.509	Total	12,145,822.440
1882	584,604.646		

NOTE.—The calculations of the above expenditure from 1875 to 1878 are made according to the financial year, and those for the other years according to the calendar year; therefore the expenditure for tbe year 1875 includes that from January of the same year to June of 1876, while that for the year 1878 shows only the amount for the six months from July to December of the same year.

INSTITUTIONS UNDER THE CONTROL OF THE OTHER DEPARTMENTS OF THE GOVERNMENT.

Although, generally speaking, all educational affairs throughout the Empire are under the control of the Minister of State for Education, it should be observed that several of the other government Departments have established schools for instruction in subjects specially appertaining to them; and of these institutions a short accounts here follow :

SCHOOLS UNDER THE CONTROL OF THE DEPARTMENT OF THE IMPERIAL HOUSEHOLD.

Gakushū-in.—There are two institutions under the control of the Imperial Household Department; namely, the *Gakushū-in*, (Nobles'

School) and the Peeresses' School. The Gakushū-in was established in 1875, in pursuance of an Imperial Order, and is the outcome of a general conference of the nobility held for that purpose. The name "*Gakushū-in*" was personally bestowed on the institution by His Majesty the Emperor. In 1884, it was reorganized as a government school under the control of the Imperial Household Department. It was originally intended for the exclusive purpose of educating the nobility, but members of the other two classes of society, the gentry and commonalty, are now admitted at discretion. The curriculum is divided into three courses, elementary, middle, and higher; and extends over six years each in the elementary and middle courses, and five years in the higher courses. In addition to these courses are established optional preparatory courses for the army and navy. At present, the number of pupils is 660.

The Peeresses' School.—This school was instituted by the Imperial Household Department under the patronage of Her Majesty the Empress, for the education of daughters of the nobility; but members of the gentry and commonalty are also admitted at discretion. Instruction is given in such sciences and arts as are appropriate to the sex of pupils. The course of study is divided into two sections, elementary and middle, and extends over six years in each. An optional course is also established in addition to the regular courses. At present, the number of pupils is 364.

SCHOOLS UNDER THE CONTROL OF THE WAR DEPARTMENT.

The scholastic institutions under the control of the War Department are the Military College, the School of Artillery and Engineering, the Military Academy, the Cadets' College, the Toyama Military School, the Military Medical School, the Paymasters' School, and the Corps of Instruction, together with such other schools as the Riding School, the Military School of Gunnery, the Training School belonging to the Bureau of Fortification and Works, the Engineering School for Artilleryments, the School of Farriery, the School for Mastertailors, the School of Military Music, and the School of Engineers belonging to the Bureau of Surveying. All these institutions are designed to give instruction in such sciences and arts as are either indispensable

or auxiliary to military work. The following are brief outlines of the nature of the principal of them.

Military College.—This college was established in the year 1882, with the object of giving instruction to a select number of officers of all departments of the army in higher tactics, and of training them for the staff service and other important duties as also for the posts as superior commanding officers.. The course of instruction extends over three years. At present the number of students is 54.

Military Academy.—This academy is designed to educate candidates as officerss of all departments of the army. The course of instruction extends over eighteen months. The institution owes its origin to the military schools established in Osaka in 1870, in accordance with the law of military education issued at that time, for the education of students both adult, and youthful, destined for military service. In the following year, these schools were removed to Tōkyō, and after many changes introduced into their organization, the present academy was finally organized in 1877. The number of students is 183 in the infantry, 28 in the cavalry, 49 in the artillery, and 29 in the engineering courses.

Military Cadets' School.—This school is designed to prepare candidates for commissions in all departments of the army, by means of a system of instruction differing little from that of the ordinary middle school course, to which is added a grounding in subjects suitable to militarymen. The course of instruction extends over three years. The students are divided into three classes; those supported at government expense, those partly supported at government expense, and those who study at their own expense. Orphans of officers and of other superior officials in the civil branches of the army possessing equivalent rank, who have perished in battle are admitted at government expense. At present, the number of students is 171.

Toyama Military School.—This school was founded in 1873, when the Third School of the Board of Military Education was removed to Toyama, Tōkyō. Its present name dates from 1874. The object of this institution is to promote the general improvement of education among the infantry, by means of instruction given both to the commissioned and the non-commissioned officers attached to the various infantry corps, in the principles of the art of war, in shooting,

gymnastics, and fencing, and to establish definite practical methods of tuition in the above subjects, always giving them a clear knowledge in regard to the progress of the art of war both at home and abroad. The course of instruction extends over a period of from four to five, or from six to seven months. The number of students is 46 in the course of the art of war, while the courses of shooting and fencing are vacant at present.

Corps of Instruction.—This was instituted in 1871, and placed under the control of the Board of Military Education, for the training both of commissioned and non-commissioned army officers' In 1872, it was re-organized for the exclusive purpose of training non-commissioned officers of the infantry, cavalry, artillery, engineers, and military train. In 1873, it was removed to Tōkyō, and placed under the direct control of the War Department. In 1885, new barracks were erected at Kōnodai in the province of Shimōsa, to which the infantry students were removed. In the following year, the cavalry, artillery, and engineer students were also removed thither. The course of study extends over sixteen months for the infantry, eighteen months for the cavalry and military train, and twenty months for the artillery and engineers. At present, the number of students is 807.

SCHOOLS UNDER THE CONTROL OF THE NAVAL DEPARTMENT.

The institutions under the control of the Naval Department are five in number; namely, the Naval College, the Naval Academy, the Naval Medical College, the Naval Paymasters' School, and the Naval Engineering College.

Naval College.—This college is designed to give instruction to naval officers and engineers in the higher branches of science and art. The course of instruction is divided into three different branches, viz., (1) Ordnance Exercise, Torpedoes, Navigation, and Engineering; (2) Optional Studies (3) Higher Mathematics, Physics, Chemistry, and Astronomy, the course of instruction in each branch extending over one year. At present the number of students is 27.

Naval Academy.—This academy originated in the establishment of a naval training school in 1869. After undergoing many changes, it was finally organized as a naval academy. In 1882, academic

regulations were established and the institution was designed to train students for the duties of naval officers, instruction being given in Ordnance Exercise, Torpedoes, Naval Tactics, Navigation, Engineering, Naval Architecture, and general branches of study. The course of instruction for engineering students comprises Engineering, Naval Architecture, the Construction of Engines, Ordnance Exercise, Torpedoes, and general branches of study. At present, the number of students is 161.

Naval Medical College.—This college originated in the establishment of the Naval Hospital established in 1873, and reorganized as a Naval Medical College in 1886. It is designed to give instruction in the higher branches of sciences and arts to candidates for posts as surgeons and assistant-surgeons, and to educate such pupils as may desire to become naval surgeons generally. The course of instruction extends over one year for the students and four years for the pupils. At present, the number of students is 6, and that of pupils 35.

Naval Paymasters' School.—This school is designed to give instruction in the higher branches of sciences and arts to paymasters in the navy and in such necessary branches of study to candidates for posts of assistant-paymasters as may qualify them to become paymasters; furthermore to train probationary book-keepers. This school originated in the accountants' school established in 1874, and re-organized as the Naval Paymasters' School in 1886. The course of instruction for book-keepers includes Political Economy, Law, History, Geography, Financial Regulations, Book-keeping, Mathematics, and Composition; the length of the course being ten months. At present, the number of students is 7, and that of probationers 40.

Naval Engineering School.—The course of study for Probationary Engineers, comprises Engineering Science, Drawing, Mathematics, and practical business connected with Engineering Works; for Probationary Stokers it comprises Engineering Science, Drawing, Mathematics, and Engineering Works, the length of the course being one year. At present, 67 stokers are being trained in this institution.

SCHOOLS UNDER THE CONTROL OF THE DEPARTMENT OF COMMUNICATIONS.

There are two schools under the control of the Department of Communications; viz., the Nautical School and the Tōkyō Post and Telegraph School.

The Nautical School is designed to give both theoretical and practical instruction in navigation and engineering. The main seat of the school is in Tōkyō, and there are branches at Osaka and Hakodate, with simpler courses of navigation. The course of the main school extends over five years. In the branch schools, special courses are established, and pupils are considered to have graduated by the delivery of licences for marine service. The main school was instituted by the Mitsubishi Steamship Company in 1875, transferred to the Department of Agriculture and Commerce in 1882, and placed under the control of the Department of Communications in 1885. At present, the number of pupils is 157 in the main school, 71 in the branch school at Osaka, and 25 in that at Hakodate.

The Tōkyō Post and Telegraph School was established by the old Department of Public Works in 1873 under the name of the Technical School of Telegraphy. On the abolition of the above Department in 1885, the school was brought under the care of the Department of Communications. In 1890, it received its present name. It has two courses, A and B, each extending over two years. There is also a special course extending over six months. At present, the number of pupils in course A is 47, and that in course B 67.

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